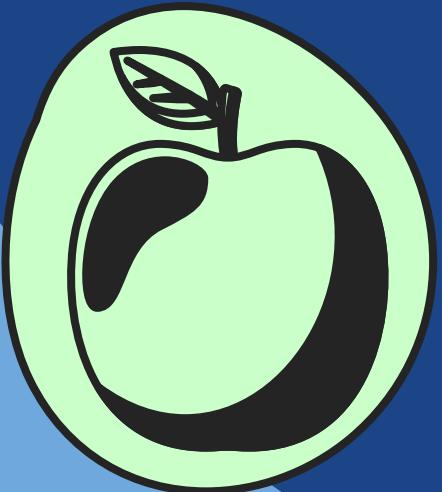
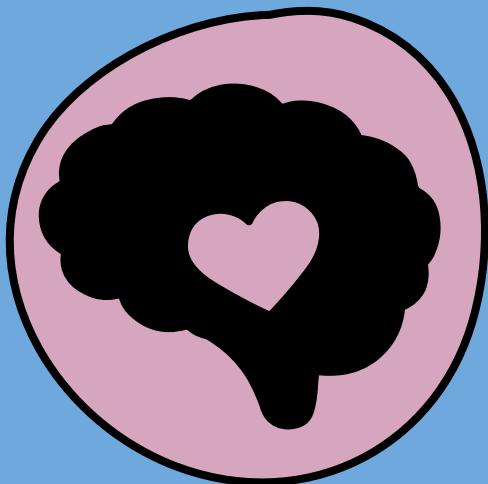
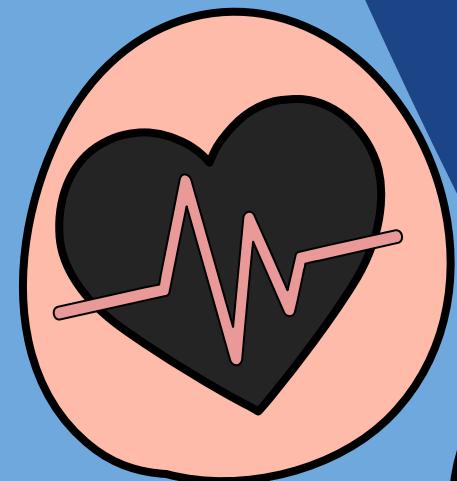


6/7 PHE

BOOK B

Name





Fitness



Run Safety Tips

It is important for your own safety as well as the safety of others to understand the following:

- Normally we should run or walk against the flow of traffic
- If there is a sidewalk, we should walk or run on the sidewalk, even if it's on the opposite side of the road
- Stay as far away from traffic as possible
- When you come to an intersection or have to cross the road, slow down, come to a stop and look both ways
- Assume that drivers haven't seen you, even if they are stopped - making eye contact if possible
- If someone is injured and can't continue, one person should stay with them and another should return and let the teacher know!
- Be kind and courteous
- Always follow the route- no shortcuts!



Use this Rate of Perceived Exertion (RPE) chart to determine your effort level on runs.



Run Sheet

Working on our cardiovascular fitness can have lots of benefits to both our minds and our bodies. This is a chart to help keep track of our progress.



Setting S.M.A.R.T Goals

Specific, Measurable, Achievable, Realistic, Timely

Setting goals can motivate us and help keep us on track. Thinking about your physical health (cardiovascular fitness, strength, mobility, nutrition, drinking water, sleep, screen time), create 3 goals for the term. After writing out your goal, explain how you'll achieve that goal. At the end of the term you'll evaluate whether or not you think you accomplished your goals.



Term 1

Goal	How I'll Achieve It	Did I Accomplish It?
Example: To be able to do 5 push-ups	I'll do push-ups 3x/wk	End of term reflection



Setting S.M.A.R.T Goals

Term 2

Goal	How I'll Achieve It	Did I Accomplish It?

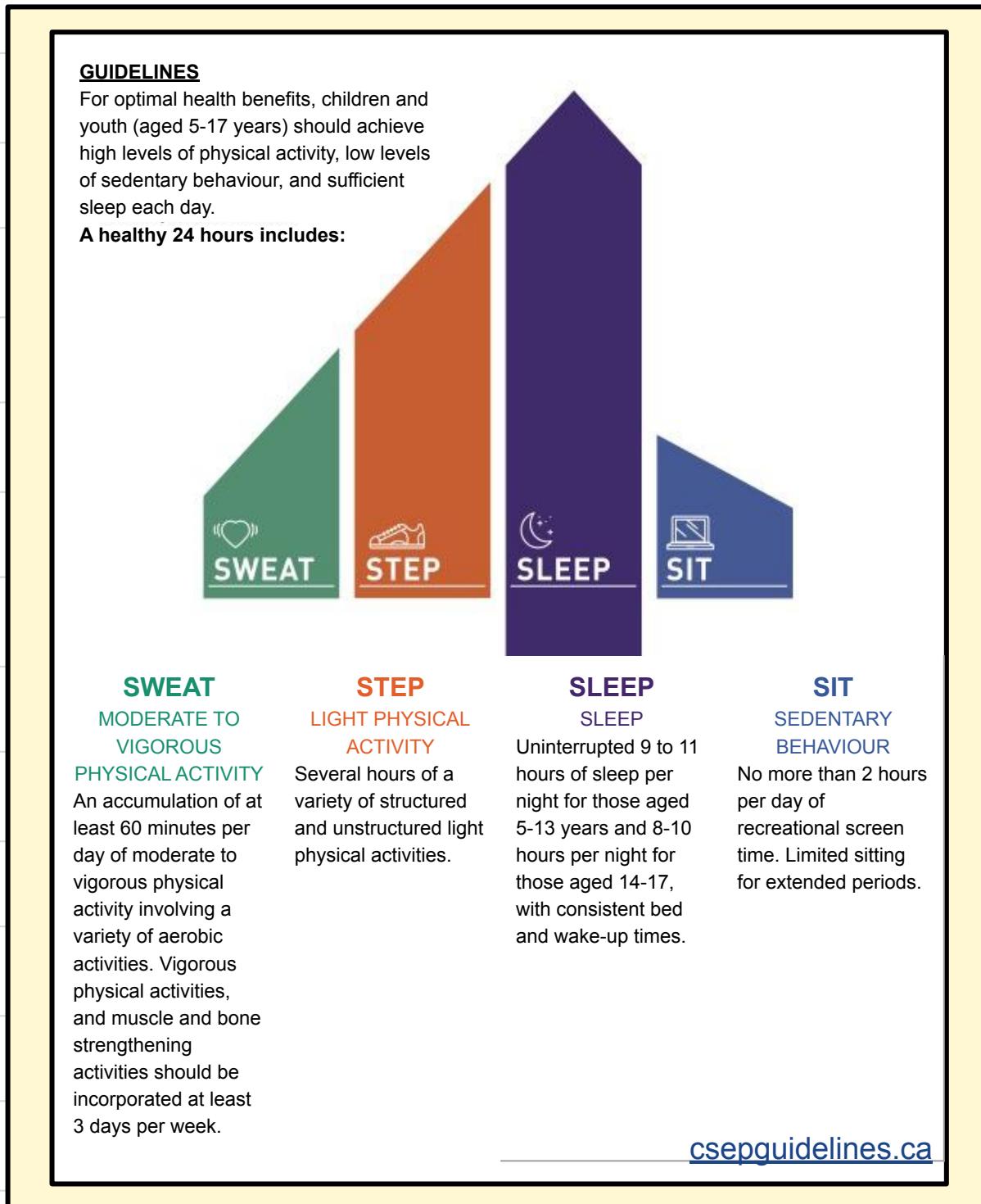
Term 3

Goal	How I'll Achieve It	Did I Accomplish It?



Fitness

We always hear how important fitness is for our health, but how much do you really know about fitness? Take a look at this chart to understand how important it is.



By understanding a little more, we can make informed decisions about our physical activity and develop a lifelong love for fitness!

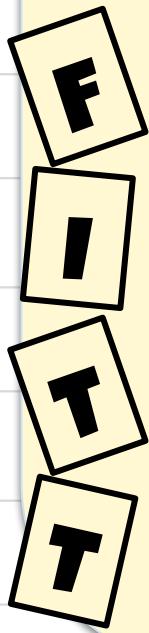


Fitness

In this section, we're going to discuss the **FITT Principle** and the **SAID Principle** and then we'll learn a little about some of the largest muscle groups. We'll even practice what we learn by **setting goals** and creating a workout!

The **FITT Principle** and the **SAID Principle** are all about planning for fitness so that we can maximize the benefitslike getting the biggest bang for our buck!

The **FITT Principle** is how we can break down exercise into 4 components so that we can create a plan that meets our individual needs and preferences. Each letter stands for one of the components.



Frequency - How often? eg. 3 times a week for strength Training

Intensity - How hard you are working - eg. RPE, heart rate, amount of weight lifted

Time - The duration of each session - eg. 45 minutes

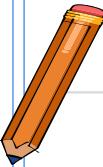
Type - The kind of exercise performed - eg. running, strength training



Fitness



Frequency: Different activities might require different frequencies for maximal benefit. For example, **cardiovascular exercise can be done 5-6 days a week, whereas strength training should only be done 2-4 days a week, and not on consecutive days.**



What forms of cardiovascular exercise do you participate in?
Examples: biking, hiking, swimming, skating, running

Cardiovascular Exercise That I Do	Frequency How often do you do each exercise? Every week? A couple of times a month?



Fitness



Intensity: Intensity means **how hard** we are working.

The intensity of exercise can be adjusted based on fitness levels and goals. Beginners might start with lower intensity exercise (say 2-4 on the RPE scale) and gradually increase the intensity as they progress. We can start with bodyweight exercises, for example, and progress to lifting heavier weights as our body gets stronger.

Activity

In the activity on page 10 we're going to learn a little about **Heart Rate** and how it relates to intensity. Your teacher will lead you through this. Afterwards, you can record your data in the chart below.



My Heart Rate Chart

Record your resting heart rate	
Record your HR Max	
Record your Target Heart Rate Zone for Cardiovascular Training	From _____ BPM to _____ BPM



Fitness

1. Sit down quietly for about 2 minutes. Your teacher might turn the lights down or even watch a meditation video.
2. Locate your pulse on the side of your neck or your wrist and count how many times your heart beats in 30 seconds. Multiply this by 2 and you'll have your resting heart rate or Beats per Minute (BPM). Record this below.
3. Next, calculate your maximum heart rate (HR Max) by subtracting your age from 220. **220 - age = HR Max** Record this below.
4. To find your **target heart rate zone** (the range that's perfect for you to train within), let's do the following calculation: **HR Max x .45** and **HR Max x .7** (if you are very fit)
This is the range that you should be working in when trying to develop your cardiovascular system. Record these 2 numbers below.
5. Now, let's get active. Have your teacher send you out on **a run** or even do 75 continual jumping jacks. **As soon as you finish, find your pulse and count your heart beats for 30 seconds. Multiply this number by 2 to find your Heart Rate.** Is it in the Target Heart Rate Zone range? This is the zone that you should train in during vigorous activities.
6. On another day, after you participate in a **moderate activity such as throwing or kicking** a ball with a partner, which is a moderate activity, find your Heart Rate and compare it with your heart rate during vigorous activity.



How did your heart rate differ between moderate and vigorous activities?



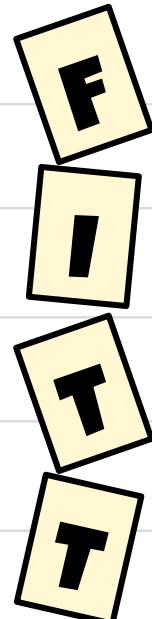
Fitness

T **Time:** The duration of a workout can be adjusted to fit different schedules and also to accommodate different goals. If a person has more time on Mondays, they can choose a longer distance or longer workout. On Tuesday, they can choose a shorter workout. It's important to plan a rest day per week as well, so our body can rest and recover.

T **Type:** Different activities can target different fitness components. **Cardio** for cardiovascular endurance, **Strength Training** for muscular strength and **Mobility** to work on our range of motion.



You've now learned the 4 components of the FITT Principle. Record below which word each letter represents.





Fitness

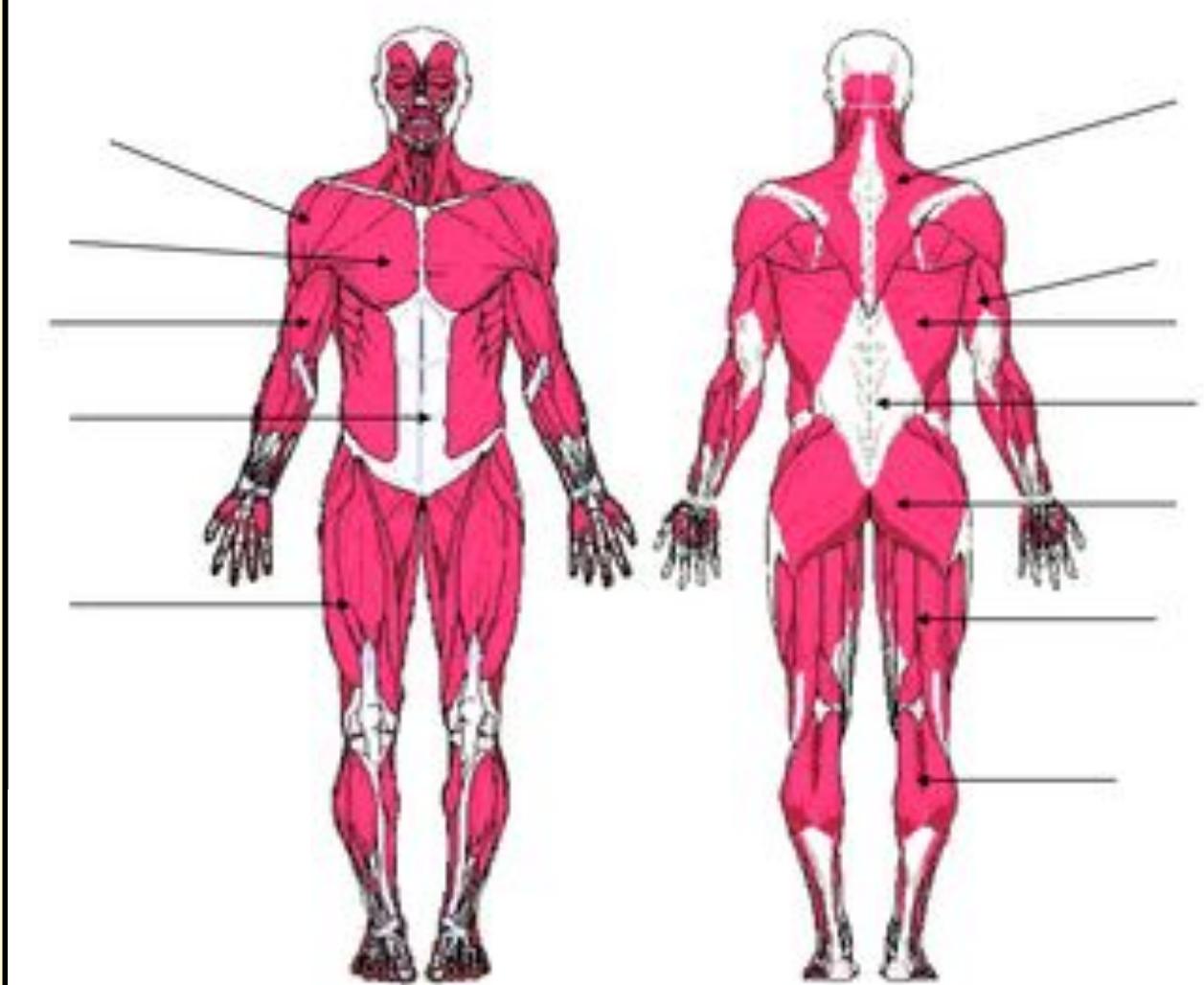


Let's dive into some of the main muscle groups in our body that are important to target when working out. Write the correct number from the list next to each muscle on the diagram.

1 - Abdominals
2 - Biceps
3 - Quadriceps
4 - Pectoralis Major

5 - Latissimus Dorsi
6 - Gluteus Maximus
7 - Triceps
8 - Gastrocnemius

9 - Deltoid
10 - Trapezius
11 - Hamstrings
12 - Erector Spinae



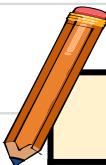


Fitness

Now, let's take a look at many of these muscles and find strength exercises that work each muscle group. Consult these websites for support:

<https://www.scribd.com/doc/243851984/Exercise-Muscle-Guide>

<https://darebee.com/muscle-map.html>

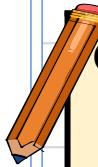


Muscle Group	Strength Exercises that Work this Muscle
Abdominals	
Biceps	
Quadriceps	
Pectoralis Major	
Latissimus Dorsi	
Gluteus Maximus	
Triceps	
Gastrocnemius	
Deltoid	
Trapezius	
Hamstrings	
Erector Spinae	



Fitness

When we create a workout for ourselves, we can use some of the exercise ideas we've identified to create an effective program. Use the chart below and the exercises you identified to create your program. These are the categories of movement that will form your workout:



Categories of Movement	Sample Exercise	Good Exercise Option for Me (Can use exercises from previous page)
Squat	Goblet Squat	
Lunge	Alternating Reverse Lunges	
Hinge	Hip Lifts or Deadlift	
Push	Push up or Bench Press	
Pull	Bent over Row	
Core - choose 3 exercises	Plank, Side Plank, Wood Choppers	

A general rule of thumb is to perform each exercise 8-10 times (these are called reps) and to complete 3 rounds (these are called sets) Great work! Now you have a workout you can do anytime!



Watch this short video to summarize this session (3:22 minutes) <https://www.youtube.com/watch?v=Qss0afEmQiY> 14



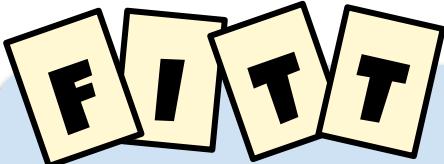
Fitness

Reflect on your own fitness level, goals and time constraints. Choose activities that you enjoy and that you can realistically incorporate into your daily routines. Remember that **FITT** plans are not static and should change as your fitness level and needs change!

Activity

Below list one fitness goal that you have. Then, use the FITT Principle to plan how you can accomplish that goal.

My Fitness Goal Something challenging but possible	FREQUENCY To achieve that goal, how many times per week should you train?	INTENSITY How hard should you train each time?	TIME How long should each training session last?	TYPE What type of training would you need to do to reach your goal?



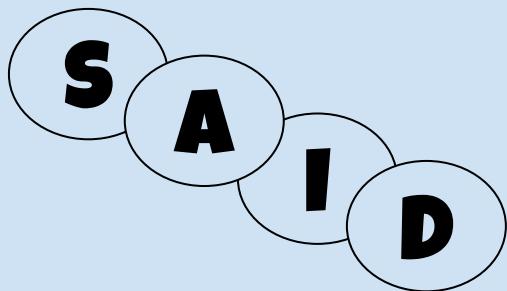
The FITT Principle can help you to build your cardiovascular health, build strength and mobility and reduce the risk of chronic diseases, not to mention stress reduction and improve mood!



Fitness

What about the SAID Principle? What is it all about?

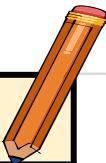
The Specific Adaptation to Imposed Demands (SAID) principle states that the body adapts specifically to the types of demands placed upon it during training.



S - Specific
A - Adaptation
I - Imposed
D - Demands

In other words, different sports and activities require different training methods. Brainstorm what kinds of activities the following people would need to focus on (agility, endurance, power, speed, strength).

Person	Type of Training to Focus On
Someone who wants to be able to run longer distances.	
Someone who wants to be stronger.	
Someone who wants to jump higher.	
Someone who wants to train for volleyball.	
Someone who wants to train for lacrosse.	





Fitness



List one fitness goal that you have and what **SPECIFIC** type of training you should be doing to accomplish it.

My Fitness Goal	Type of Training to Focus On

Now, let's put everything we've learned about the FITT Principle and the SAID Principle together. List a fitness goal that you have. Then, use the FITT Principle to plan how you can accomplish that goal.



Look back at what we learned about fitness. What are some things that you have learned and what can you implement in your own life?

For more information on Fitness, you can look here:

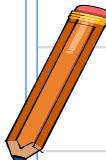
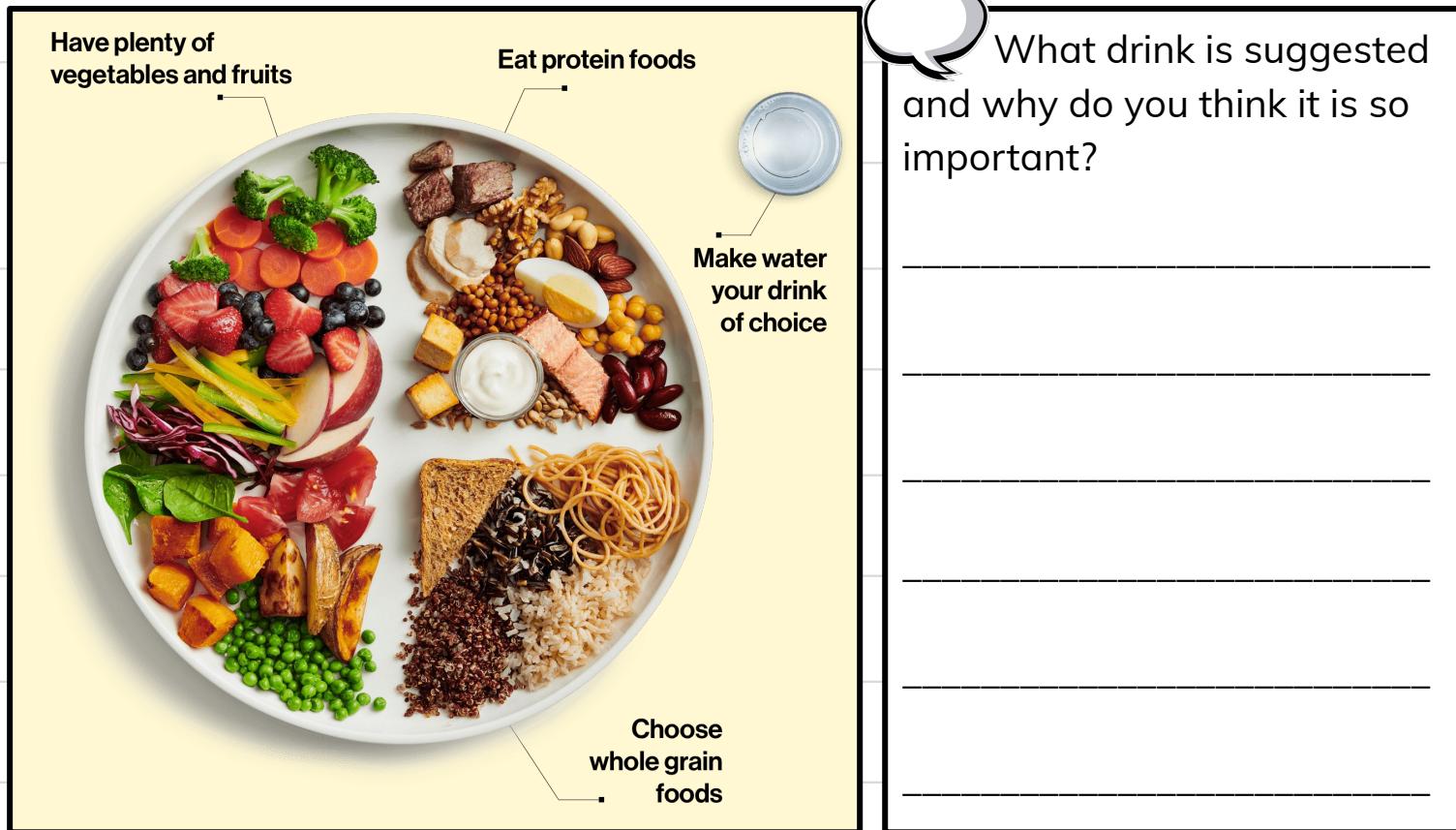
- Participation Website (participation.com)>benefits-and-guidelines
- Canada.ca (canada.ca)>publications>healthyliving
- Canadian 24 Hour Move Guidelines csepguidelines.ca



Nutrition

Food plays an important role in our overall health.

Take a look at the image of the Canada Food Guide plate. Notice that the plate is divided into 3 parts and that there are examples of foods in each of the 3 categories.



List each category and beside the category name, write 3-5 examples of foods that you like to eat from that category.

Category	Some foods I like to eat from this category
1.	
2.	
3.	



Nutrition

Healthy eating has an enormous effect on our health and well-being. In this section, we're going to learn all about sugar and how we can make educated decisions around what kind is best for our body and how much is okay.

Sugar is a sweet substance found in many foods. It can be found naturally in fruits, vegetables and dairy and it is also added to many processed foods and drinks. It can enrich the taste, texture and sweetness of foods and drinks. When we consume too much, sugar can become a health problem.

Did you know that there are different types of sugar?

Some of these are: sucrose (table sugar), fructose (naturally found in fruits, vegetables and honey), glucose (found in fruits, vegetables, grains, dairy and is also produced by the body), dextrose (often used as a sweetener in food products) and maltose.



Understanding Sugar Content

Food Labels can tell us a lot about the food and drinks we're considering purchasing. It's important for us to learn how to read nutrition labels and identify added sugars, focusing on the **"total sugars" and "added sugars"** categories. If sugar is listed near the beginning of the ingredient list, it is most likely high in added sugars.

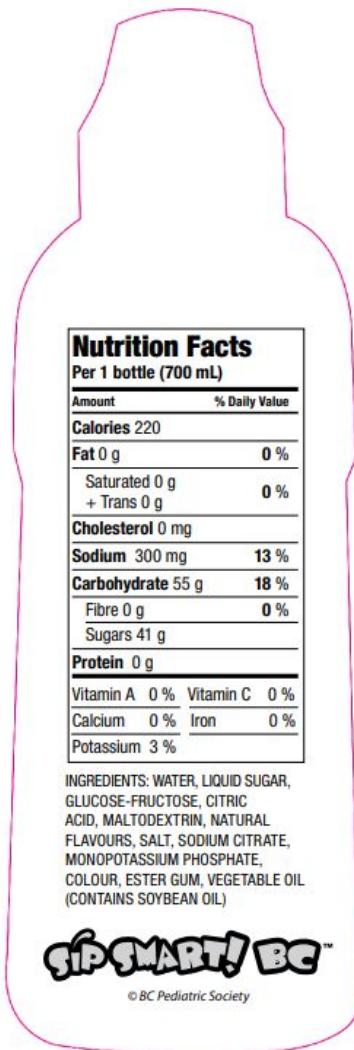


Activity

Let's conduct an activity where we compare the sugar content of different drinks (e.g., juice, soda, sports drinks) by measuring out the sugar based on the label information.



Sip Smart! BC™ Sports Drink - Front



Nutrition Facts

Per 1 bottle (700 mL)

Amount	% Daily Value
Calories 220	
Fat 0 g	0 %
Saturated 0 g + Trans 0 g	0 %
Cholesterol 0 mg	
Sodium 300 mg	13 %
Carbohydrate 55 g	18 %
Fibre 0 g	0 %
Sugars 41 g	
Protein 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %
Potassium 3 %	

INGREDIENTS: WATER, LIQUID SUGAR, GLUCOSE-FRUCTOSE, CITRIC ACID, MALTODEXTRIN, NATURAL FLAVOURS, SALT, SODIUM CITRATE, MONOPOTASSIUM PHOSPHATE, COLOUR, ESTER GUM, VEGETABLE OIL (CONTAINS SOYBEAN OIL)

SIP SMART! BC™

© BC Pediatric Society

Sip Smart! BC™ Sports Drink - Back

https://sipsmart.ca/wp-content/uploads/2018/05/SSB_2016_Sports_Drink.pdf



Class Discussion: Examine the nutritional label on this drink container. Identify the following: serving size, how many servings are in the whole container, the overall sugar content of the drink.



Nutrition

Find at least 3 other examples of different types of drinks from the Sip Smart Website (<https://sipsmart.ca/teachers/quick-prints/drink-cut-outs/>) and list them below. Next, note the serving size. How many serving sizes are in the whole drink container? What is the overall sugar content for that drink?

Drink Item	Serving Size	Number of Servings Per Container	Overall Sugar Content

Understanding Sugar Amounts:



1 sugar cube = 1 teaspoon = 4 grams

Look back at the drinks you listed in the previous activity. How many teaspoons of sugar are in each drink? Write the number beside the overall sugar content in the chart.



Nutrition

Sugar and Health

We know that sugar can enrich the taste of some drinks and food, but what are the downsides to consuming too much?

The potential downsides to sugar if we consume too much are weight gain, an increased risk of certain health conditions like Type 2 Diabetes, blood sugar issues, tooth decay, certain cancers, acne, tiredness and even depression.

The **maximum** recommended sugar intake levels recommended for students your age is **no more than 13 sugar cubes/13 teaspoons/50 grams per day of naturally occurring sugars and added sugars.**

In order to manage these levels, it's important to make balanced food choices.



List healthy alternatives to sugary drinks:

List healthy alternatives to sugary snacks:



Nutrition



When it comes to sugar - think about adding fresh or frozen fruit to sweeten things up rather than added sugars!

My Nutritional Goal

What is one thing that you learned about sugar that you can incorporate into your own life?

Nutritional Goal Related to Sugar	How Can I Achieve This?

For more information on Nutrition and Sugar, you can look here.

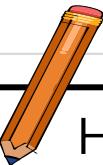
- heartandstroke.ca
- healthyschoolsbc.ca



Healthy Habits

The habits that we create for ourselves can have a huge impact on our lives. Habits can have a positive effect on our lives, such as going to sleep by 9:00 pm, but they can also have a negative impact, such as too much screen time per day.

In this section, we're going to learn a little about some healthy habits that can have a huge impact for us!



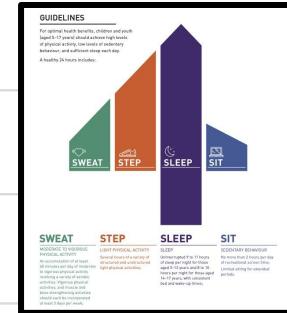
Habits are repeated behavior that become automatic over time. What are some examples of habits that we have? List 3.



Healthy Habits

Screen Time and Cell Phone Use

Did you know that some teens are in front of a screen for 8 or more hours a day? (Experts actually recommend no more than 2 hours a day!) Take a look back at the movement guideline chart from page 6.



How much time do you think you spend in front of a screen on average per day?

Below, reflect on the role that media and tech play in your life, both positively and negatively.

How Media Affects me in a Positive Way	How Media Negatively Affects Me



Activity

Screen Time and Cell Phone Use



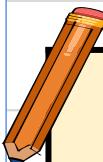
Watch this short video (3:34 minutes) "[Teen Voices: The Pressure to Stay Connected](https://www.youtube.com/watch?v=Pc-qk0t8ms4)" and then discuss the questions below. (<https://www.youtube.com/watch?v=Pc-qk0t8ms4>)



Class Discussion

1. What media habits did teens talk about?
2. Which features of design hooked them? Can you think of other features that weren't mentioned in the video?
3. Do you think their media habits add value and meaning to their lives? Explain.

Personal Action Plan! Develop a personal challenge to change a tech habit in a way that supports your well-being.

 List a Tech Habit you'd like to change	What are some strategies for accomplishing this goal?



Healthy Habits

Sleep



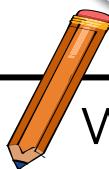
Are you tired of always feeling sleepy, having trouble staying awake in class?

Why do teens need more sleep? Because your bodies and minds are growing so quickly! Research shows that many teens are not getting enough sleep. To be at your best, you need between 9 to 11 hours of sleep most nights.

Why is sleep so important? Although not getting enough sleep might not seem like a big deal, it is! Teens who don't get enough sleep are more likely to struggle in school, have trouble with memory, concentration and motivation and may feel more depressed.

Why is it so hard to get enough sleep?

There are many reasons. Some you may be able to control and some you may not.



What are some reasons that you may have a hard time getting enough sleep?



Healthy Habits

Sleep



Here are some suggestions for helping you to get enough sleep:

- Have a relaxing bedtime routine.
- Use your bed only for sleeping, not doing homework, using a smartphone or computer and not playing video games.
- Get exercise every day, but avoid very hard exercise in the evening.
- Avoid caffeine (coffee, tea, pop, energy drinks), especially after mid-afternoon.
- Limit screen time before bed. Being exposed to the screen's light before trying to sleep can make it harder to fall asleep.
- On weekends, try to get up around the hours of your usual wake time. If you are having trouble sleeping because you have too much on your mind, try keeping a diary or to-do lists. If you write things down before sleep, you may feel less worried or stressed.

Personal Action Plan! Develop a personal challenge to change a sleep habit in a way that supports your well-being.

 What is a Sleep Habit you'd like to change?	What are some strategies for achieving this goal?



Healthy Habits

Substance Use

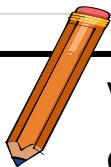
This section provides us with an overview of substance use. We'll watch a video and reflect on some of the information presented. This can be a very difficult section for some students. If this is difficult for you, please discuss this with your teacher and/or counsellor.

Activity



Watch this video (12:30 minutes) "[Understanding Substance Use](#)" and then reflect using the questions below.

(<https://www.ccsa.ca/en/guidance-tools-and-resources/people-and-communities/youth-and-emerging-adults/adverse-childhood-experiences/educators>)

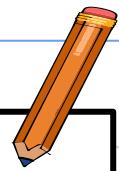


Why do you think some young people use substances, such as alcohol and cannabis, to cope with stress, anxiety or challenges in their lives?



Healthy Habits

Substance Use



Can you identify 3 healthy coping mechanisms they could use instead?

How can we support others who are experiencing stressful situations?



For more information on developing Healthy Habits, you can look here.

- commonsense.org
- sleepeducation.org
- caringforkids.cps.ca
- ccsa.ca



Maturation, Healthy Relationships & Sexual Health

After your discussions with Island Sexual Health, respond to the following questions.

Identify some common feelings a person may have during puberty. List 3 or more.



What personal qualities can you offer friends/romantic partners to help build and maintain healthy relationships?

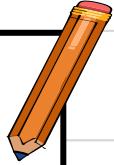




Maturation, Healthy Relationships & Sexual Health

After your discussions with Island Sexual Health, respond to the following questions.

What and who are trusted sources of health and relationship information? What makes them trustworthy?



For more information on Sexual Health and Healthy Relationships, look here:

- Island Sexual Health - islandsexualhealth.org
250-592-3479, 960 Quadra St., Victoria and
250-544-2424, 2170 Mt. Newton Cross Rd.,
Saanichton

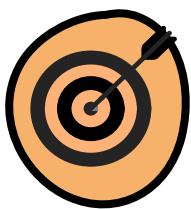


Evaluating How You Are Doing

At the end of Term 1, highlight or circle where you think you are in relation to each of the four categories on the left of this chart. Think about all of the activities you have done during this term. At the end of Terms 2 and 3, use different colors. This will help to show your progress.

	Emerging	Developing	Proficient
Physical Literacy - skills demonstrated, strategies, knowledge			
Healthy and Active Living -level of fitness demonstrated, goal setting, work on nutrition			
Social and Community Health - healthy relationships, anti-bullying, sexual health			
Mental Well-Being -strategies			
Extending - exceptional skills, fitness, knowledge, leadership:			

Extending - exceptional skills, fitness, knowledge, leadership:



Learning Behaviours

At the end of Term 1, use a check mark to show how frequently you display each behavior during PHE classes. At the ends of Term 2 and Term 3, use a different color pen to show your progress.

Behaviors	rarely	sometimes	mostly	often
-positive attitude and excellent work ethic				
-listens and follows instructions respectfully				
-helps with equipment and set-up voluntarily				
-arrives on time and wears appropriate clothing and runners				
-participates in class discussions				
-completes missed activities in a timely manner				
-completes work in a timely manner				
-works cooperatively with and is supportive of peers				



Self Reflection

Term 1



Activities and Topics from this term:

Level of Proficiency you believe you've demonstrated during this term.

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing
<input type="checkbox"/> Proficient	<input type="checkbox"/> Extending

How often have you demonstrated effective learning behaviors this term?

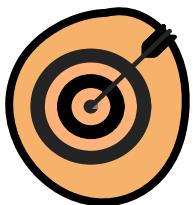
<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes
<input type="checkbox"/> Mostly	<input type="checkbox"/> Often

What you're most proud of this term?

-
-



Goals for maintaining or improving your progress for the next term:



Self Reflection

Term 2



Activities and Topics from this term:

Level of Proficiency you believe you've demonstrated during this term.

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing
<input type="checkbox"/> Proficient	<input type="checkbox"/> Extending

How often have you demonstrated effective learning behaviors this term?

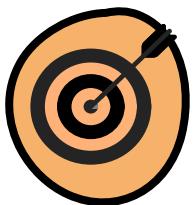
<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes
<input type="checkbox"/> Mostly	<input type="checkbox"/> Often

What you're most proud of this term?

-
-



Goals for maintaining or improving your progress for the next term:



Self Reflection

Term 3



Activities and Topics from this term:

Level of Proficiency you believe you've demonstrated during this term.

<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing
<input type="checkbox"/> Proficient	<input type="checkbox"/> Extending

How often have you demonstrated effective learning behaviors this term?

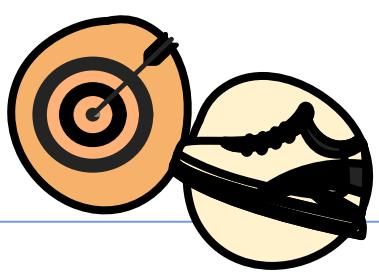
<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes
<input type="checkbox"/> Mostly	<input type="checkbox"/> Often

What you're most proud of this term?

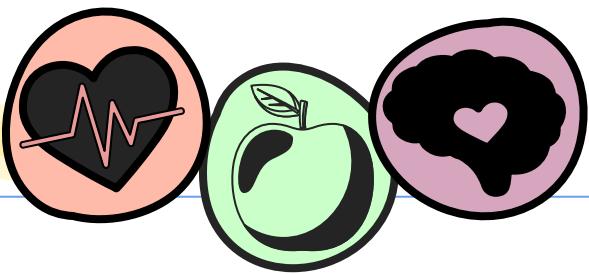
-
-



Goals for maintaining or improving your progress for the next term:



NOTES





NOTES

