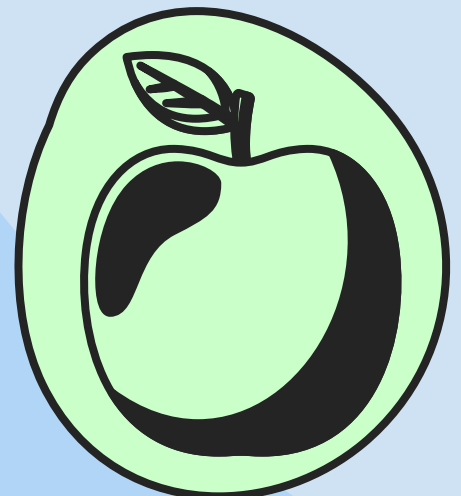
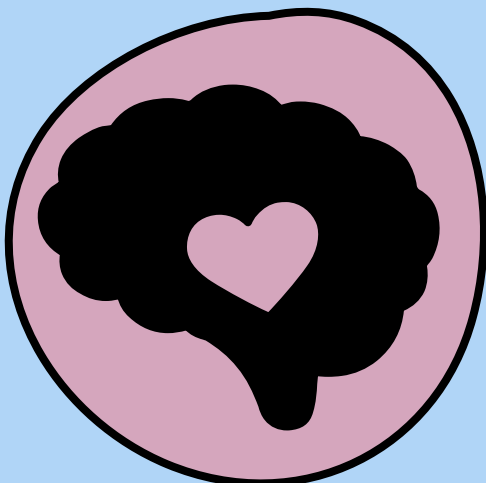
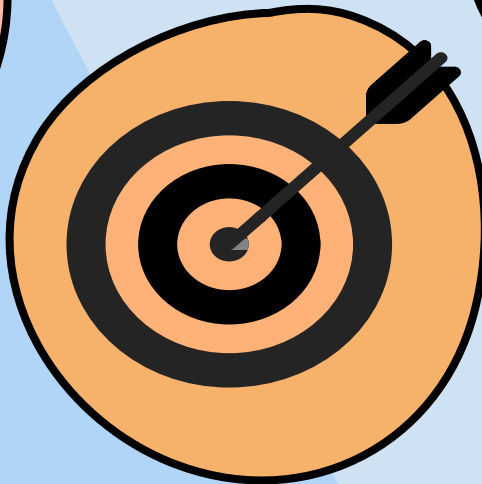
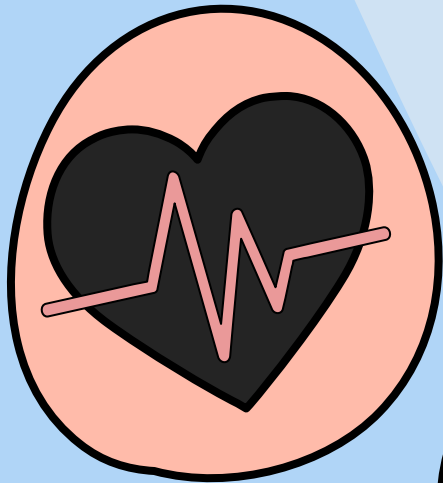


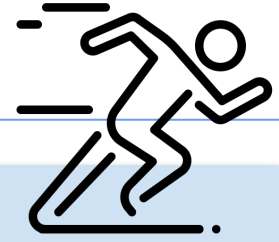
6/7 PHE

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!



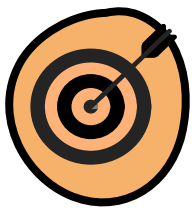
Use this Rate of Perceived Exertion (RPE) chart to determine your effort level on runs.



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.

Date	Name of Run	Time/Distance	RPE/10	Comment



Setting S.M.A.R.T Goals

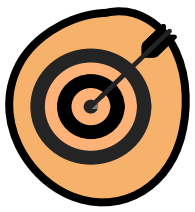
Specific, Measurable, Achievable, Realistic, Timely

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

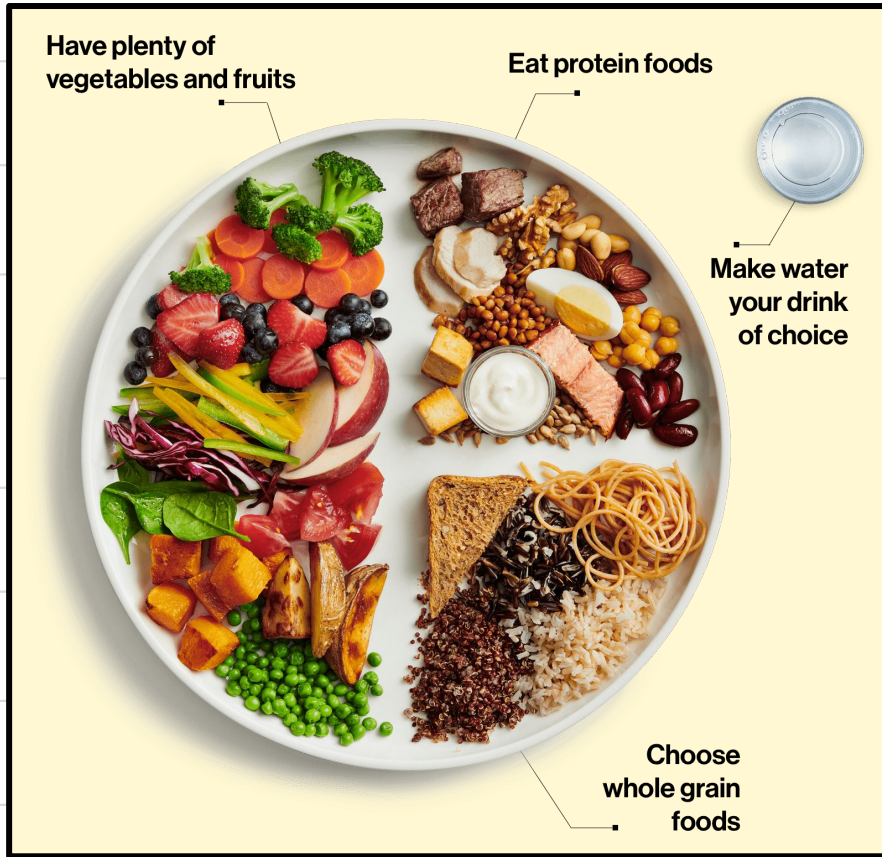
Goal	How I'll Achieve It	Did I Accomplish It?



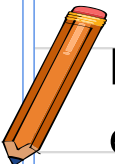
Nutrition

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.



What drink is suggested and why do you think it is so important?



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.	



Eating Together

Food plays an important role in our overall health.

In this section we are going to explore the idea of Eating Together. We can experience many benefits when we eat with others.

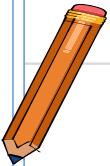


Brainstorm some possible benefits to eating with others.

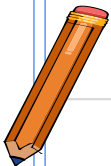
Social Benefits: _____

Emotional Benefits: _____

Health Benefits: _____



Where or how might people eat with others (in what circumstances)?



Brainstorm below some special cultural, family or local traditions that involve food. Why are they important to you?



Activity

Food plays an important role in our overall health.

Create a menu for a special meal event to enjoy with friends or family (or any other special guest(s) you would like to share a meal with.



Planning Page

Who will you invite? _____

How many courses will be on the menu? (eg. appetizer, main course, dessert) _____

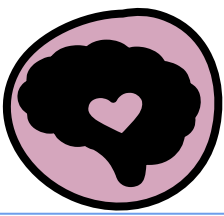
What are the foods that you'll serve? _____

What beverages will you offer? _____

Who will help you shop for and prepare the meal? _____

Resources on Nutrition can be found here:

- Canada's Food Guide ([food-guide.canada/ca](http://food-guide.canada.ca))



Bullying, Stereotyping & Discrimination

Before we explore these difficult topics, let's define each of these terms.

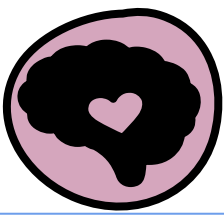
Bullying: _____

Stereotyping: _____

Discrimination: _____

Did you know that people experience the effects of bullying in many different ways? Below is a list of some of the ways people experience bullying. Read through the list and then think of an example of bullying in at least 2 of the categories.

Types of Bullying	Examples
1. Physical	
2. Verbal	
3. Indirect Bullying	
4. Social or Relational	
5. Intimidation	
6. Cyberbullying	
7. Sextortion	



Rumours and Gossip

How are rumours and gossip different from each other?



What are some of the ways people can be affected by rumours or gossip being spread about them?

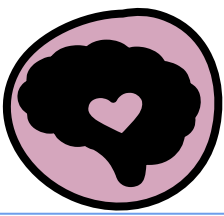


Idea: Play the Broken Telephone game to see how meaning can be lost “through the grapevine”.

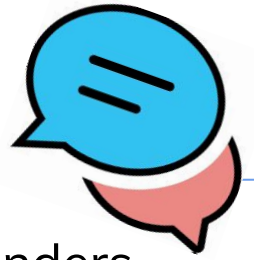
Fact: Gossiping is not a kind behavior and can have a negative effect on relationships with others. Nobody wants to be gossiped about and have rumors spread about them. Spreading rumours and being seen as a gossip can also make people unwilling to trust you with secrets or private information.

Why do you think some people engage in bullying behaviour?

Brainstorm some strategies for stopping bullying behaviour.



Activity



In a group of 3-5 students, create a short skit showing how the person getting bullied could/should respond or how bystanders could/should react when they see bullying behavior.

Planning Page

Be sure to use fictitious names and examples.

Examples of responses:

“That isn’t cool. I don’t want to talk about other people.”

“That was a mean thing to say.”

“That wasn’t very nice.”

“Let’s talk about something else. We don’t even know if that’s true.”

“I don’t think it’s nice to talk about that kind of thing.”

What are more positive ways that people can get respect from their peers?

Fact: If you or someone you know has been bullied, it can really help to talk to someone about it. If you hurt someone, be sure to apologize.

Resources on Bullying can be found here:

- bullyingcanada.ca

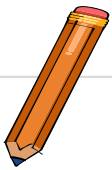


Well-Being



What does well-being mean to you? _____

What are some things in your life that make you feel happy? _____



Since stress and anxiety are factors that influence our well-being, let's figure out the difference between them.

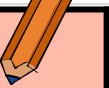
Stress: _____

Anxiety: _____



Well-Being

Experiencing negative emotions is normal, but if they last for an extended time, it can mean something else. List some problems, feelings or disappointments that people your age can experience. Beside each, indicate whether you think it's a big problem or a little problem.

Problem	Size of Problem 

Fact: When it's a big problem, ask yourself, "Will I be able to sleep tonight?" If no, it might be helpful to get support. You could talk to a friend, sibling, parent, other family member, teacher. If the worries persist, seeking support from a counselor may help.



Well-Being



What are some things in your life that you can control?

What are some things that you can't control? _____

A little bit of worry is often a good thing. Why might this be? _____

It isn't healthy, however, to worry about things we have no control over. Imagine a balloon with your worry inside floating away.





Activity

There are lots of ways to help us de-stress.
Let's take a look at some of them.

Gratitude- thinking about things we're grateful for can help us to de-stress.

1. What is one thing you're grateful for that you can't buy in a store?_____
2. Name something in nature you're grateful for._____
3. Think of a person in your family that you're grateful for and one thing in particular that you appreciate.

Mindfulness or Breathing Exercises- taking a few minutes to do one of these can help us de-stress. What is a mindfulness or breathing exercise that you've heard of or practiced? Did it have a calming effect?

Positive Self Talk- when something challenging happens, it can help to have a mantra to say to yourself. What's something you could say to yourself during times of excessive worrying?

Resources on Stress and Anxiety can be found here:

- anxietycanada.com
- [canada.ca>services>mental-health-services](http://canada.ca/services/mental-health-services)



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?

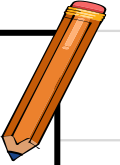




Maturation, Healthy Relationships & Sexual Health

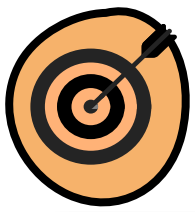
After your discussions with Island Sexual Health, respond to the following questions.

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



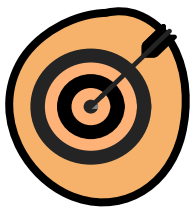
Evaluating How You Are Doing

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:

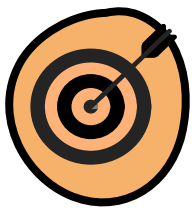
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Learning Behaviours

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.

- Emerging
- Proficient

- Developing
- Extending

How often have you demonstrated effective learning behaviors this term?

- Rarely
- Mostly

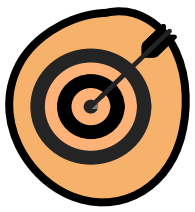
- Sometimes
- Often

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.

- Emerging
- Proficient

- Developing
- Extending

How often have you demonstrated effective learning behaviors this term?

- Rarely
- Mostly

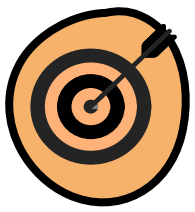
- Sometimes
- Often

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.

- Emerging
- Proficient

- Developing
- Extending

How often have you demonstrated effective learning behaviors this term?

- Rarely
- Mostly

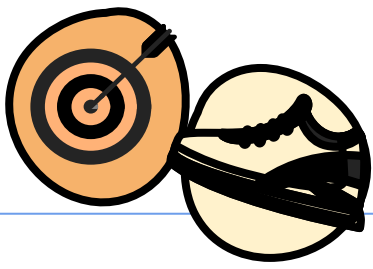
- Sometimes
- Often

What you're most proud of this term?

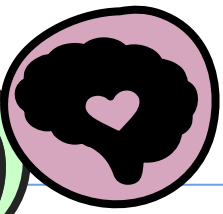
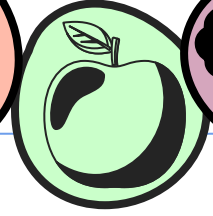
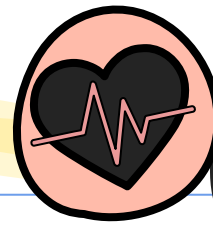
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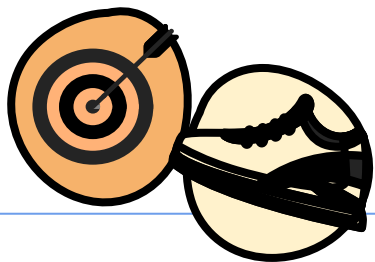
Goals for maintaining or improving your progress for the next term:



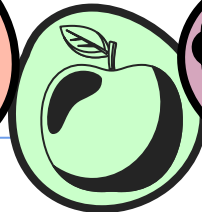
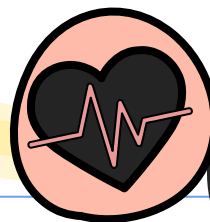
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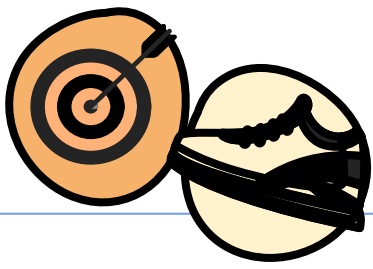


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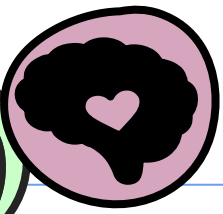
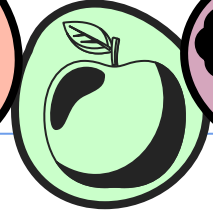
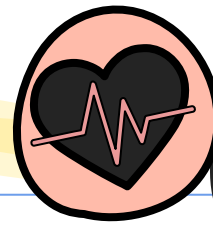


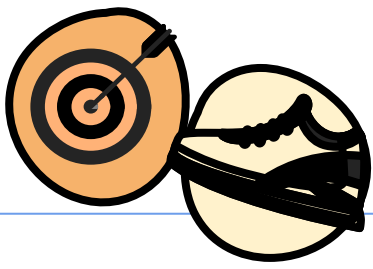
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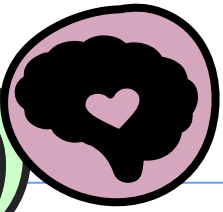
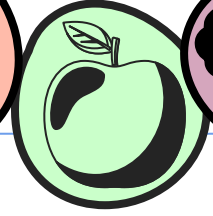
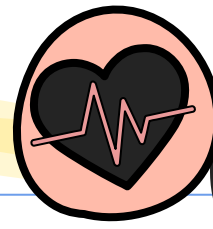


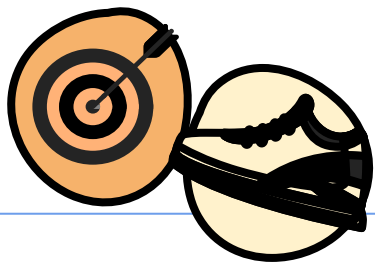
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