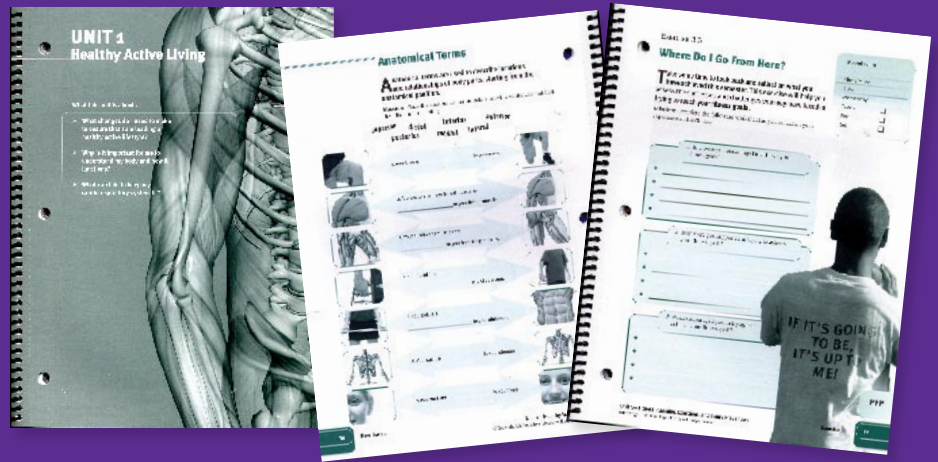


Healthy Active Living Resource

A Foundation for a Healthy School



For Student

- Makes all students feel important and included
- Gives them the knowledge to lead healthy active lives
- Shows them exactly how they will be assessed and evaluated
- Includes all new ministry literacy strategies for H&PE (ie., KWL charts, etc.)
- Allows them to express their learning in various ways
- Built in "culminating activity"
- Helps keep students on task
- Allows for more assessment opportunities
- Helps more students succeed in H&PE
- Documentation of learning is all held together in one spiral binder
- Students comment that it "looks cool"
- All- Canadian content
- Textbook is for the entire grade 9 and 10 H&PE curriculum (not just "health")

For Teacher

- Addresses each grade expectation for grades 9 and 10
- Increases assessment time with students
- Increases communication opportunities with parents
- Allows them to compare "apples to apples" when they network with other H&PE teachers using the same approach
- Eliminates photocopying
- Easy to assess
- Easy to track student achievement
- Built in Professional Development from Publisher
- Textbook brings curriculum to life
- Textbook provides all background information to deliver the curriculum

For School & Community

- Correlates 100% with the Ministry of Education and Health Promotion's Healthy Schools Recognition Program
- Helps make Canadians more aware of the importance of being in good overall health
- Empowers Canadians to lead healthy active lives
- Cost less than photocopying other support documents
- Shows the community what schools are doing to raise healthy active young Canadians

For Parent

- Makes the H&PE curriculum transparent
- Opportunity to respond to their child's work
- Increase family awareness of health issues
- Textbook is relevant to their everyday life



Thompson Educational Publishing, Inc.
www.thompsonbooks.com/health

Sample On-Boarding Healthy Active Living (HAL)

Prior to starting the orientation for the HAL resource, please ensure that you have a final class list of students. This is only a suggested action plan for your first full week of your course. Please feel free to adjust it to your needs. If you feel the students can handle more work, or if you have to assign less, please do so.

ORIENTATION	DAY 1	DAY 2																		
<ul style="list-style-type: none"> Hand-out and read aloud the "Letter to Parents/Guardian" Ask all students to complete and hand-in by next class Motivational Pep Talk Read H&PE Department Expectations Cover your Assessment and Evaluation Policies 	<ul style="list-style-type: none"> Hand out textbook and Student Activity Handbook (SAHB) Students write names on books Inform students that the text book is to stay at home Inform students that the SAHB is to be brought to school every day. (Remind them to use pencil) Collect "Letter to Parents/Guardian" Discuss and show key sections of the text Discuss and show key sections of the handbook Record your students email addresses Assign suggested homework <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Assignment</th> <th style="width: 25%;">Text</th> <th style="width: 50%;">SAHB</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 9</td> <td style="text-align: center;">X, XVI, XIX</td> <td>Read p. 7 Complete p. 10, p. 27</td> </tr> <tr> <td style="text-align: center;">Grade 10</td> <td style="text-align: center;">X, XVI, XIX</td> <td>Read p. 7 Complete p. 10, p. 29</td> </tr> </tbody> </table>	Assignment	Text	SAHB	Grade 9	X, XVI, XIX	Read p. 7 Complete p. 10, p. 27	Grade 10	X, XVI, XIX	Read p. 7 Complete p. 10, p. 29	<p><u>Before Class</u></p> <ul style="list-style-type: none"> Refer to HAL website Go over entering the "Fitness Blast" in the "Activity Journal" Design "fitness blast" and record it to display in class Read p. 44 of grade 9 SAHB (Pedometer Lab) Create group email for students <hr/> <ul style="list-style-type: none"> Check p. 10 SABH Discuss what is good/what needs improvement Discuss classroom rules Take up homework (assignment & readings) Do NOT take-up p. 27 (Gr. 9) or p. 29 (Gr. 10) Explain focus of class Demonstrate use of pedometers (p. 44 Gr. 9 SAHB) Complete, record, & submit "fitness blast" in SAHB Continue with class sport/activities Assign suggested homework <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Assignment</th> <th style="width: 25%;">Text</th> <th style="width: 50%;">SAHB</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 9</td> <td style="text-align: center;">p. 14</td> <td>Complete p. 26</td> </tr> <tr> <td style="text-align: center;">Grade 10</td> <td style="text-align: center;">p. 14</td> <td>Complete p. 25</td> </tr> </tbody> </table>	Assignment	Text	SAHB	Grade 9	p. 14	Complete p. 26	Grade 10	p. 14	Complete p. 25
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<ul style="list-style-type: none"> Photocopies of customized "Letter to Parent/Guardian" for each student 	<ul style="list-style-type: none"> Permanent markers Pencils Textbook SAHB Sheet to record email 	<ul style="list-style-type: none"> Chart paper outline of "fitness blast" Masking tape Equipment for "fitness blast" Class set of pedometers Pencils Sports equipment for class 																		

DAY 3	DAY 4	DAY 5																											
<p><u>Before Class</u></p> <ul style="list-style-type: none"> Prepare new "fitness blast" Update email list 	<p><u>Before Class</u></p> <ul style="list-style-type: none"> Prepare new "fitness blast" Update email list 	<p><u>Before Class</u></p> <ul style="list-style-type: none"> Prepare new "fitness blast" Update email list Send out sample "email to parent/guardian" with reading and assignment list Send copy of email to your Principal Prepare hardcopy of email to students without email addresses 																											
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Birchmount Park Collegiate Institute

Health and Physical Education Department

September 7, 2009

Dear Parent/Guardian:

The health of our students is a responsibility that our Health & Physical Education Department does not take lightly. Research shows that taking part in daily physical activity:

- Increases student academic achievement
- Increases overall fitness and self-esteem
- Increases positive attitude toward life
- Increases good decision-making skills
- Decreases discipline problems

Our department's goal is to empower our students to lead healthy active lives by giving them the tools they need to succeed. The goal of this course is to introduce your son/daughter to the various life skills that will enable them to lead healthy active lives.

Our Activity Program

- Students will design personal fitness programs to help them achieve their own fitness goals.
- They will be involved in numerous physical activity units and sport activities with a goal of lifelong activity.

Our Health Program

It is important that we encourage our students to make the most informed decisions. Therefore, important health topics covered in Grade 9 health include:

- Human reproduction, sexuality, and intimacy
- Drug use and abuse
- Conflict resolution and personal safety
- Nutrition
- Cardiopulmonary resuscitation

Help Us Get There

To help your son/daughter succeed, we will be using a new textbook called ***Healthy Active Living: Keep Fit, Stay Healthy, Have Fun***. This resource was developed by Thompson Educational Publishing and the Ontario Physical and Health Education Association (Ophea), along with many contributors and reviewers with years of expertise in health and physical education.

We encourage you to read along with your son/daughter. The best way for our students to reach their full potential is if we work together. Please fill out the attached form and send it back with your son/daughter. Please keep this letter for your records.

If you have any questions regarding the H&PE curriculum or any other concerns, please feel free to contact me at 416-396-6704 or email ted.temertzoglou@tel.tdsb.on.ca.

Fitfully Yours,
Ted Temertzoglou
Health & Physical Education Department

Keeping In Touch

Please state below the best method you would like me to keep in touch with you. Send this portion of the form back with your son/daughter.

Son/Daughter's Name: _____

Your email address: _____

Phone number (H): _____ Cell: _____

Business: _____

Parent/Guardian (please print)

Name: _____

Signature: _____

Sample First Email to Parents

Dear Parents/Guardians,

My name is Ted Temertzoglou (pronounced Tem-mertz-oh-glue) and I am your son's health and physical education teacher. I would like to take this opportunity to give you some insight into what I've been doing to help your son lead a healthy active lifestyle – today and in the future.

To help our students to succeed, we will be using a new textbook called ***Healthy Active Living: Keep Fit, Stay Healthy, Have Fun***. This resource was developed by Thompson Educational Publishing and the Ontario Physical and Health Education Association (Ophea), along with many contributors and reviewers with years of expertise in health and physical education.

This resource is a complete guide to pursuing a healthy and active lifestyle that covers everything from fitness and goal setting to sexuality, drugs, conflict and nutrition.

With the help of this textbook and accompanying student activity handbook, I believe our job (and your job) will be that much easier. I'll be sending home the readings and handbook assignments. Please feel free to read and work along with your kids. It's my hope that you too will find it useful and informative. It may even lead into some exciting conversation.

If you have any questions please feel free to contact me through e-mail or by phone, 416-396-6704. Ext. 20240

Sincerely Yours,

Ted Temertzoglou
Birchmount Park C.I
Health & Physical Education Department

Sample Email for Homework Follow-up

Greetings Everyone.

I've just completed a major assessment of your son's Student Activity Handbook and have placed "sticky notes" on pages that need a bit more attention on their part, before I evaluate them in the coming weeks. If you can just remind our boys to make the corrections and get their book caught up, that would help them tremendously.

Many of them are asking great questions each day that pertain to their health- I love it-- seems that things are starting to get through. I've also attached this weeks' reading list and hand book assignments for them to work on.

Here are a couple of websites that the Ministry of Health endorses that I thought you might find useful. I've mentioned both these websites in our textbook--I think you'll find the information invaluable.

The Canadian Health (mid-top right-hand-corner of page to sign up for the free newsletter) [Network---http://www.canadian-health-network.ca/servlet/ContentServer?cid=1038611684536&pagename=CHN-RCS/Page/HomePageTemplate&c=Page<=En](http://www.canadian-health-network.ca/servlet/ContentServer?cid=1038611684536&pagename=CHN-RCS/Page/HomePageTemplate&c=Page<=En)

The Dietitians of Canada
<http://www.dietitians.ca/>

Cheers for now!

Ted Temertzoglou
Birchmount Park C.I
Health & Physical Education Department

"We are what we repeatedly do. Excellence, then, is not an act, but a habit."
-Aristotle-

Grade 9 March Reading List and Handbook Tasks

Instructions: For the remainder of this month we will be focusing on Fitness Appraisals (cardiorespiratory and muscular strength and endurance). Toward the end of the month, we will start our first health unit on human sexuality and substance use and abuse (Mar. 26 to Apr. 10). This reading list will help you gain a deeper understanding of these topics while keeping you on task.

Please see me if you have any questions or concerns, and above all, have FUN!

Date	Textbook Pages	Student Activity Handbook (SAH) Pages	Assess/Evaluation Hand-In
Mar. 19	Pp. 62, 66, 68 Paragraphs 1 and 2	p. 42 (Just the "K" and "W" column of the "KWL" for now)	
Mar. 20		p. 43 (Already completed during class)	
Mar. 21	Pp. 72-78	Pp. 47 -50 (To be completed during class)	
Mar. 22	Pp. 98-103	Pp. 63-64 (Please complete these two pages without the use of your textbook-you will only be assessed on this-no evaluation will be given-have FUN!)	Hand in SAH after class for teacher assessment
Mar. 23	Pp. 154-158		