



School District #57



Valemount  
Timberwolves

# PERSONAL HEALTH



**Graduation Transitions  
Guidebook**

**CONTENTS FOR  
PERSONAL HEALTH  
Graduation Transitions Guidebook**

Ministry of Education Prescribed Learning Outcomes for Personal Health .....	3
Guidebook Introduction for Personal Health Requirement                      Physical Activity Defined Why Physical Activity?              Examples of Physical Activity .....	4
Personal Health Worksheet (Criteria #1-5) .....	5-9
 <i>Fitness Log (Use this form for routine exercise programs such as trips to the gym, martial arts or yoga classes and have them signed by the instructor or gym supervisor) .....</i>	 10
 <i>Log of Games and Practices (Use this form for school or community individual or team sports participation) .....</i>	 11
 Personal Health Activity Guide .....	 12
 <i>Activity Log (Use this form for independent fitness programs such as biking, running, swimming, hiking, etc.) .....</i>	 13

# PERSONAL HEALTH



<p>Name: _____</p> <p>Date: _____</p> <p>Teacher: _____</p> <p><b>All 5 Criteria completed: ____ YES ____ NO</b></p>	<p><b>Personal Health</b></p> <p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being, by             <ul style="list-style-type: none"> <li>- engaging, from Grade 10 to 12, in at least 80 hours of moderate to vigorous physical activity in addition to the PE 10</li> <li>- developing a long-term personal healthy living plan appropriate to their lifestyle that describes sound nutritional habits, regular exercise routines emotional health management (e.g., ways to manage stress), and positive health choices</li> </ul> </li> </ul>	
<p>Quality = Action + Reflection</p>	<p><b>Tips to help you create your evidence</b></p>	
<p><b>Personal Health</b></p> <p><b>You <u>must</u> complete <u>all five</u> criteria to receive credit for this component of Graduation Transitions.</b></p> <p>★ <b>Criteria #1</b></p> <p>Engages, from Grade 10 to 12, in at least 150 minutes per week of moderate to vigorous physical activity. The 150 minutes must be in addition to PE 10.</p> <p>★ <b>Criteria #2</b></p> <p>Documents participation in moderate, vigorous, or adapted physical activities for a minimum of 150 minutes per week during Grades 10, 11 and/or 12. (Note: these hours must be in addition to the PE 10 requirement)</p> <p>★ <b>Criteria #3</b></p> <p>Indicates how the activity aligns with your personal fitness goals, reflecting lifestyle and physical limitations.</p> <p>★ <b>Criteria #4</b></p> <p>Develops a long-term personal healthy living plan appropriate to your lifestyle that describes sound nutritional habits, regular exercise routine, emotional health management, and positive health choices.</p> <p>★ <b>Criteria #5</b></p> <p>Verifies approval of the long-term personal healthy living plan with parent and teacher signatures.</p>	<p><b>Criteria Check</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <li>• The 80 hours of physical activity occur in Grade 10, 11 and/or 12 and are in addition to the PE 10 requirement.</li> <li>• Physical activity refers to any leisure or non-leisure body movement that expends energy.</li> <li>• It includes exercise, sports, dance, mobility training or physical therapy, extended brisk walking, swimming, or other body movements.</li> <li>• Physical activity that counts as evidence must be either moderate or vigorous.</li> <li>• Moderate physical activities increase the heart rate.</li> <li>• Moderate to vigorous physical activities raise the heart rate and sustain the increase over time.</li> <li>• Vigorous activities are aerobic in nature, enhancing heart and lung health.</li> <li>• The moderate or vigorous requirement is adaptable to meet student special needs.</li> <li>• Refer to the attached Physical Activity Logs.</li> </ul>

## GUIDEBOOK INTRODUCTION FOR PERSONAL HEALTH

**Requirement:** Engaging, from *Grade 10 to 12*, in at least 150 minutes per week of moderate to vigorous physical activity. The 80 hours must be in addition to the PE 10 requirement.

### Physical Activity Defined:

- Physical activity refers to any leisure or non-leisure body movement that expends energy.
- Physical activity includes exercise, sports, dance, mobility training or physical therapy, extended brisk walking, swimming or other body movements.
- Physical activity may be adapted to meet the special needs of students.

### Why Physical Activity?

Life-long involvement in physical activity has been scientifically shown to decrease health-related risks. Physical activity is one of the factors necessary for a healthy lifestyle.

### Examples of Physical Activity:

School-based Examples	Community-based Examples
P.E. 11, P.E. 12, Dance 11, Dance 12	Dance, martial arts or aerobic classes
Member of school sports team	Member of community sports team
Member of sports/recreational school club	Recreational activities such as mountain biking, skiing, hiking
Play intramural sports regularly	Work out at a gym

## PERSONAL HEALTH WORKSHEET

**Criteria #1:** Engage, from Grade 10 to 12, in at least 150 minutes per week of moderate to vigorous physical activity. The minutes must be in addition to PE 10.

Description of Activity:

---

---

---

---

---

---

---

Intensity of Activity:

Please check the appropriate box:

- Moderate** - activities which increase heart rate such as extended walking, skateboarding or bicycle riding.
- Vigorous** - activities which result in increased breathing rate and maintain the increase over time such as jogging, weight training, soccer, basketball or canoe paddling.
- Adapted** - activities to be determined by a health professional to adapt to meet the special needs of students.

**Criteria # 2:** Document participation in moderate, vigorous, or adapted physical activities for a minimum of 150 minutes per week during Grades 10, 11 and/or 12.

**Note:** The minutes must be in addition to PE 10.

**Please attach** a copy of your report card indicating you have completed the DPA requirement for grade 12.

**Criteria #3:** Indicate how the activity aligns with your personal fitness goals, reflecting lifestyle and physical limitations.

Please answer the following reflection questions:

1. Briefly describe your current and future fitness goals. Consider your current and future lifestyle choices.

---

---

---

---

---

2. Explain how the physical activity you described in Criteria # 1 and #2 matches with your personal fitness goals.

---

---

---

---

---

---

3. What have you learned about being physically active as a result of this activity?

---

---

---

---

---

---

**Criteria #4:** Develop a long-term personal healthy living plan appropriate to your lifestyle that describes:

- sound nutritional habits
- regular exercise routine
- emotional health management (e.g., ways to manage stress)
- positive health choices

### PERSONAL HEALTHY LIVING PLAN

1. Complete and attach a copy of the *My Food Guide* activity by visiting the website at: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php> and click on "Start Building My Food Guide." Refer to *Canada's Food Guide* by clicking on "Get your copy" at: [http://www.hc-sc.gc.ca/fn-an/alt\\_formats/hpfb-dgpsa/pdf/food-guide-aliment/print\\_eatwell\\_bienmang-eng.pdf](http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/print_eatwell_bienmang-eng.pdf)

(It only takes about 5 - 10 minutes to complete the *My Food Guide* activity. Do not forget to print a copy of the PDF-file once you have made your selections. Attach the copy of your completed *My Food Guide* PDF-print-out and answer the following reflection questions).

Did your selected *Examples* meet the Recommended Food Guide Servings per day for your age and gender? \_\_\_\_\_ Yes \_\_\_\_\_ No

Name two ways you could improve on the *Examples* you selected. (E.g. eat whole grains instead of white bread for fibre, eat dark green or yellow vegetables instead of potatoes for vitamin A, drink more milk). If you feel you do not need to make any changes to the *Examples* you selected, give two reasons why you think your selections are fully correct.

---

---

---

---

2. Outline your long-term plans to remain physically active. Describe the type physical activities or exercise routine you plan to be involved with in the future that fits with your lifestyle choices. (E.g., do you see yourself going to the gym, running, playing hockey, being involved in competitive sports, etc.?)

---

---

---

---

---

---

---

---

---

---

3. Give three tips for managing your emotional health (e.g., ways to manage stress) both now and in the future:

---

---

---

---

---

---

---

---

4. Describe other positive health choices, besides exercise, nutrition and stress-reduction that are important to your long-term **Personal Healthy Living Plan**. (E.g., no smoking or drugs, sufficient sleep, recycling, etc.)

---

---

---

---



**Criteria #5:** Verify approval of the long-term personal healthy living plan with parent/guardian and teacher signatures.

**Note:** *Approval of Personal Healthy Living Plan may be subject to verification by your teacher or Graduation Transitions supervisor.*

<b>Approval of Personal Healthy Living Plan</b>	
I have reviewed and discussed the Personal Healthy Living Plan of:	
_____	
Student Name	
<b>Comments:</b>	
Parent/Guardian: _____	
_____	
Teacher: _____	
_____	
<b>Print Name:</b>	<b>Signature:</b>
Parent/Guardian: _____	_____
Teacher: _____	_____