**Physical Education & Health**



**Writing Report Card Comments**

**Created by Members of the Manitoba Physical Education**

**Supervisors Association (MPESA)**

**(Revised March 2017)**

1. **Provincial Documents**

In order to support consistency in report card use and grading practices, Manitoba Education and Advanced Learning has developed the following policies and guidelines and various supports that reinforce provincial expectations surrounding grading principles and practices.

 **Manitoba Provincial Report Card Policy and Guidelines:** <http://www.edu.gov.mb.ca/k12/assess/docs/report_card/index.html> (Revised – August 2016)

**Provincial Report Card Frequently Asked Questions – Assessment and Grading (FAQs):**  The report card section of the website has been revised to include new FAQs dedicated to assessment and grading.  The revised content addresses questions that have arisen in discussions with educators and supplements existing policies and guidelines. <http://www.edu.gov.mb.ca/k12/assess/report_cards/faq_ag.html>

**Report Card Opinions vs. Facts:**  To complement the FAQs above, a document that contains very brief statements of a number of opinions and facts pertaining to assessment and grading has been developed.  This resource is intended to clarify grading principles and establish consistency with grading practices.  It also includes references to the report card policy and guidelines document. [http://www.edu.gov.mb.ca/k12/assess/report cards/index.html](http://www.edu.gov.mb.ca/k12/assess/report%20cards/index.html)

**Report Card Performance Profiles:**  The descriptions of student achievement for the report card grading scale have been supplemented by two kinds of ‘profiles’ – **generic** [http://www.edu.gov.mb.ca/k12/assess/report cards/grading/competence.html](http://www.edu.gov.mb.ca/k12/assess/report%20cards/grading/competence.html)  and specific to **mathematics** (Grades 1 to 8) <http://www.edu.gov.mb.ca/k12/assess/report_cards/grading/math.html> – of what student achievement looks like across the levels of the grading scale.  The mathematics profiles address each of the Grades 1 – 8 mathematics subject categories.  These profiles are intended to provide additional support for the accurate, meaningful and consistent determination of student grades, and are accompanied by guidelines regarding grading.  These resources are available on the provincial report card website under the heading *Assessment and Grading* found under *Get Started*.  The profiles are provided in draft form, subject to ongoing review and educator input until the end of this school year.  Educators are invited to provide this input through the Manitoba Professional Learning Environment (Maple), by joining the Maple group Manitoba Report Card.

1. **Communicating Student Learning** (from Communicating Student Learning, 2008 p. 6) <http://www.edu.gov.mb.ca/k12/assess/docs/csl/csl_doc.pdf>

Useful communication about learning occurs long before report card time and communicates more than the grades students have achieved. Effective communication is ongoing and provides students and parents with feedback on the learning habits and skills that students are developing, as well as periodic information on achievement to date. Ongoing communication that focuses on strengths and is used to plan next steps supports further learning, and can sustain or improve the student’s motivation to learn.

**Growth, Progress, or Achievement?**

It is also important to be clear about the kind of information being conveyed, especially in formal reports. Are the report grades and comments intended to communicate only the current level of achievement, or are they meant to show the growth or progress of the student? In this document, growth, progress, and achievement are defined as follows:

**Growth** is the increase in learning that has occurred from the beginning of an instructional period to the current reporting event. Growth is measured in terms of the gains made by a student from a baseline assessment to the most recent assessment. Growth is measured from a starting point. It emphasizes the improvement that has occurred rather than how far short of a standard the student has fallen. Think, for example, how we describe a child’s height: we might say that Chris is now 135 centimeters and that he has grown five centimeters in the past year. When describing the growth in Chris’ height, we are not concerned with a “standard” height that we expect him to reach. In the classroom context, using developmental continua can facilitate a description of a student’s growth. For example, in reading, the teacher might have observed in September that Miriam was able to make connections between letters and sounds. In November, the teacher noted that Miriam was now able to use letter sounds to read unfamiliar words in texts. When communicating these observations to the parents, the teacher would be focusing on the growth that has occurred.

**Progress** is measured backwards from a desired end point, such as end-of-year outcomes. Just as we describe our progress on a journey in terms of how far we are from our destination (e.g., “We’re 100 kilometers away from Vancouver now”), we measure progress in relation to an agreed-upon or known standard. When describing Chris’ height, we would say he is 135 centimeters and needs to grow another five centimeters before he can ride in the car without a booster seat. In the classroom, if one of the known end-of-year outcomes in a writing class is that the student can choose language (word choices and sentence patterns) that has a definite impact on the reader, the teacher might report to the parents in March that their child is now able to choose language that has some impact on the reader. This kind of information helps the student and parents understand what needs to be done in order to reach the standard.

**Achievement** is a measure of a student’s current level of performance. It is often represented using a scale of numbers or letters to indicate the degree to which expectations have been achieved. It does not necessarily indicate how much growth has occurred, or how much progress is still required to reach the learning outcome. For example, if we only say that Chris is 135 centimeters, we are reporting on his current status but not on how much growth there has been in the last year, nor on how much progress we hope to see in the next year. Similarly, a report card might indicate only a student’s achievement (e.g., 68% or Level 2 in Reading). Adding information such as the student’s starting point or the desired end point helps the teacher, parent, and student focus on what has been done and what still needs to be done. When more than one kind of information is being reported, it is important that the distinctions between indicators of growth, progress, and achievement are clear.

**The Nature of the Communication**

When the purpose of assessment is primarily formative, the communication should be descriptive. In other words, students need to know what they did well and what they may need to do differently to improve their performance. Summative assessment information, informing students and their parents about how well a learning goal has been achieved, is often communicated using symbols (letters or numbers). Grant Wiggins (1998) insists that quality feedback is essential if students are to know how to improve their performance. He makes an analogy to a sports coach who observes athletes’ performance during practice and provides feedback about:

* What they are doing well
* What they are struggling with
* What they need to do differently in order to be more successful

 During practice, assessment takes the form of descriptive feedback and guides the athlete toward performance that increasingly resembles the standards set by professionals. The feedback during practice is not “scored.” The successful coach is the one whose athletes demonstrate their best performance in competition. In the school setting, the student’s opportunity to demonstrate his or her personal best comes at or toward the end of a unit when students are required to complete summative tasks such as projects, written pieces, or performances. It is quite appropriate to “score” student achievement on these tasks and to summarize these scores using symbols or comments on a report card.

**The Timing of Communication**

The timing of communication about assessment can enhance its effectiveness. During the learning process, feedback about performance must be given promptly and frequently so the student has an opportunity to make use of it. In addition, students need frequent opportunities to reflect on their learning. In other words, communication related to assessment for learning and as learning must be responsive and dynamic. When the purpose of the communication is information about achievement up to a point in time (assessment of learning), schools must communicate to the student and parents with enough time to allow for decisions to be made about what needs to happen during the next instructional cycle—the next term, semester, or year.

Effective communication about assessment is at least a two-way interactive process, and, ideally, three-way. For communication about assessment to improve learning, the teacher and student must be partners in the learning process. Communication involves dialogue between teacher and student, not merely the teacher telling the student what she did correctly and incorrectly. Three-way communication brings the parent into the learning equation and can lead to even greater improvement. Involving parents is especially helpful when students are experiencing difficulty. In those instances, teachers can keep parents informed about their child’s strengths, areas for improvement, and ways in which they might provide support at home on an ongoing basis. The conversation does not have to wait until the report card has gone home.

1. **Physical Education and Health Education – Categories and Descriptions**

Report Card Grading Boxes – Grades 1-8

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| ***Physical Education***  |
| Movement |  |
| Fitness Management |  |
| ***Health Education***  |
| Healthy Lifestyles |  |

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| **PHYSICAL EDUCATION and HEALTH EDUCATION** |
| **CATEGORY**  | **DESCRIPTIONS for GRADES 1 to 8** |
| **MOVEMENT** The student acquires movement concepts and skills for safe and functional use in a variety of physical activities and environments. | * Show an understanding of the concepts related to basic movement, movement development, activity-specific movement, physical activity risk management, teamwork, and fair play.
* Demonstrate safe and functional use of selected movement skills in sports and games, alternative pursuits, and rhythmic/gymnastic activities.
 |
| **FITNESS MANAGEMENT** The student acquires fitness concepts and skills that contribute to personal fitness development through a variety of physical activities and fitness development experiences. | * Show an understanding of the concepts related to fitness components, fitness benefits, fitness development.
* Actively and safely participate in activities that enhance general fitness and aerobic capacity.
* Understand and demonstrate fitness management skills and strategies for the development of physical activity habits and personal fitness.
 |
| **HEALTHY LIFESTYLES** The student acquires concepts and applicable personal and interpersonal skills in developing well-being, healthy lifestyle practices, and healthy relationships. | * Show an understanding of curriculum-related concepts, practices, and responsibilities associated with major health issues.
* Shows an understanding of personal and social management concepts and skills that promote wellbeing, healthy choices, cooperation with others and healthy relationships.
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| **PHYSICAL EDUCATION and HEALTH EDUCATION** |
| **CATEGORY**  | **DESCRIPTIONS for GRADE 9** |
| **MOVEMENT** The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures. | * Apply and adapt activity specific movement skills with an emphasis on group and/or team physical activities.
* Demonstrate an understanding and application of safety procedures, rules, etiquette, and terminology for physical activities.
 |
| **FITNESS MANAGEMENT** The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being. | * Identify and demonstrate an understanding of principles related to the development of health and skill related fitness components.
* Use personal fitness assessments to establish personal fitness goals.
* Demonstrate use of heart rate monitoring while participating in activities within various heart rate zones.
 |
| **PERSONAL AND SOCIAL MANAGEMENT** The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others. | * Examine personal management strategies that promote individual success and positive self-image.
* Demonstrate appropriate social behaviours that treat others with respect
* Demonstrate and apply conflict resolution strategies
 |
| **HEALTHY LIFESTYLES** The student will demonstrate the ability to make informed decisions for healthy living related to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality. | * Examine human sexuality, characteristics of healthy relationships, and decision-making for responsible sexual behavior.
* Examine issues and consequences related to the use and abuse of substances on personal health and well-being.
* Demonstrate understanding of empathy, stigma, and mental health issues.
* Demonstrate knowledge and skills related to basic first aid
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| **PHYSICAL EDUCATION and HEALTH EDUCATION** |
| **CATEGORY**  | **DESCRIPTIONS for GRADE 10** |
| **MOVEMENT** The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures. | * Apply and adapt activity specific movement skills with an emphasis on individual/dual physical activities.
* Demonstrate an understanding and application of safety procedures, rules, etiquette and terminology for physical activities.
* Analyze and refine activity specific movement skills.
 |
| **FITNESS MANAGEMENT** The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being. | * Apply principles of training to develop a goal or plan for a specific health related fitness component
* Analyze and monitor goals and plans developed from personal fitness assessments
* Demonstrate use of heart rate monitoring while participating in activities within various heart rate zones.
 |
| **PERSONAL AND SOCIAL MANAGEMENT** The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others. | * Demonstrate an understanding of strategies to support self and others in stressful situations.
* Demonstrate appropriate social behaviours that treat others with respect.
* Apply communication skills and strategies that contribute to healthy relationships.
* Apply goal-setting strategies to promote healthy lifestyle practices and/or to change behavior.
 |
| **HEALTHY LIFESTYLES** The student will demonstrate the ability to make informed decisions for healthy living related to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality. | * Examine human sexuality, characteristics of healthy relationships, and decision-making for responsible sexual behavior.
* Examine issues and consequences related to the use and abuse of substances on personal health and well-being.
* Identify positive strategies to deal with stressors that affect personal mental health.
* Explain the factors that contribute to a healthy eating plan to maintain a healthy body weight.
* Demonstrate knowledge and skills related to C.P.R.
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| **PHYSICAL EDUCATION and HEALTH EDUCATION** |
| **CATEGORY**  | **DESCRIPTIONS for GRADE 11** |
| **MOVEMENT** The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures. | * Apply and adapt activity specific movement skills with an emphasis on individual/dual physical activities.
* Apply personal knowledge and skills of movement to engage in a wide variety of personal activities.
 |
| **FITNESS MANAGEMENT** The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being. | * Design and implement a personal physical activity plan that contributes to health related fitness goals and meets the moderate to vigorous intensity requirement.
* Participate, record, and reflect on activities within the personal physical activity plan.
* Establish a safety and risk management plan for selected activities.
 |
| **PERSONAL AND SOCIAL MANAGEMENT** The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others. | * Examine the role of physical activity as related to positive self-image and managing personal stress.
* Examine the impact and role of sport on social issues
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| **HEALTHY LIFESTYLES** The student will demonstrate the ability to make informed decisions for healthy living related to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality. | * Use reliable information in making healthy decisions regarding substance use and abuse.
* Examine signs and symptoms of mental health issues and identify community supports and services.
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| **PHYSICAL EDUCATION and HEALTH EDUCATION** |
| **CATEGORY**  | **DESCRIPTIONS for GRADE 12** |
| **MOVEMENT** The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures. | * Apply personal knowledge and skills of movement to engage in a wide variety of personal activities.
 |
| **FITNESS MANAGEMENT** The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being. | * Design and implement a personal physical activity plan that contributes to health related fitness goals and meets the moderate to vigorous intensity requirement.
* Participate, record, and reflect on activities within the personal physical activity plan.
* Establish a safety and risk management plan for selected activities.
 |
| **PERSONAL AND SOCIAL MANAGEMENT** The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others. | * Examine the qualities, attributes, and skills of effective leadership.
* Demonstrate an understanding of roles and skills required for effective participation in group and team dynamics.
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| **HEALTHY LIFESTYLES** The student will demonstrate the ability to make informed decisions for healthy living related to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality. | * Identify factors that influence healthy and unhealthy relationships including communication and social media.
* Identify community supports and services to assist with problem-solving and decision-making, related to relationship issues.
* Apply knowledge to healthy food choices including portion sizes and food composition as related to maintaining a healthy energy balance.
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1. **Curriculum Support Documents**

The comment samples have been created for teachers using information/language found in the following two curriculum support documents. Teachers can use these sample comments as starting points as they reflect on student learning in a specific term.

1. **Sample Grade Level Indicators** (See section V11)

This document was created by a group of physical education teachers to create student/family friendly language related to the SLOs in PE/HE.

1. **The PE/HE Planning Tools** <http://www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html>

This *Physical Education/Health Education (PE/HE) Planning Tool* has been developed to further support teachers in the delivery of the Kindergarten to Grade 12 PE/HE Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles. Framework of outcomes <http://www.edu.gov.mb.ca/k12/cur/physhlth/framework/index.html>

The Planning Tool is intended to facilitate planning, assessment and reporting of student learning by:

1. Aligning all the current Kindergarten to Grade 10 PE/HE Student Learning Outcomes (SLOs) with each of the reporting categories of the Provincial Report Card in PE/HE (i.e. Movement, Fitness Management, Healthy Lifestyles as well as Learning Behaviours);
2. Clustering the PE/HE SLOs according to the principal curricular themes for each pair of grade levels (Kindergarten stands alone) identified in this planning tool as *Broad Areas of Learning*;
3. Identifying *Achievement Objectives*, another term adopted for this planning tool that summarize the knowledge, skills and attitudes students are expected to demonstrate in meeting the outcomes in each sub-cluster of SLOs;
4. Clustering of PE/HE SLOs that align with the Provincial Report Card’s *Learning Behaviours* for developing social responsibility;
5. Providing a template for identifying learning resources according to the *Broad Areas of Learning* identified in the *Healthy Lifestyles* section of this planning tool.

Please note that the SLO clusters, the *Broad Areas of Learning* and the *Achievement Objectives* identified in this planning tool are suggestions for the purposes of this tool only and are not intended to distinguish between SLOs as to their relative importance. All SLOs from the *Framework of Outcomes* remain compulsory.

1. **Assessment and Evaluation**  <http://www.edu.gov.mb.ca/k12/assess/report_cards/grading/competence.html>

**Connecting ‘Competence’ to the Report Card Grade Scale**

‘Competence’ is our goal for all students and is reflected in the description of the report card grade scale level ‘Very good to excellent’ as described in the [report card policy and support document](http://www.edu.gov.mb.ca/k12/assess/report_cards/index.html), Section 4.3 .The scale is composed of an ordinal scale used for subject categories (Section 4.4 of the [report card policy and support document](http://www.edu.gov.mb.ca/k12/assess/report_cards/docs/report_card/index.html)), at Grades 1 to 8, a percentage scale used for overall grades at Grades 7 to 12, and scale level descriptions, as illustrated below (reproduced from the report card policy and support document).

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| **Academic Achievement of Provincial Curriculum Expectations** |
| **Extent to which the student is meeting grade-level1 learning outcomes across the provincial report card grading scale** |
| **ND (Not Demonstrated)****Less than 50%** | **Limited (1)****50% - 59%** | **Basic (2)****60% - 69%** | **Good (3)****70% - 79%** | **Very Good to Excellent (4)****80% - 100%** |
| **Provincial report card policy document grade scale descriptions** |
| Grades 1-8: Does **Not** yet Demonstrate the required understanding and application of concepts and skills; see teacher commentsGrades 9-12: Does **Not** yet Demonstrate the required understanding and application of concepts and skills; students with a final grade of less than 50% are not granted course credit; see teacher comments | **Limited** understanding and application of concepts and skills; see teacher comments * understands some key concepts and skills
* rarely makes connections to similar concepts and skills
 | **Basic** understanding and application of concepts and skills* understands most concepts and skills
* occasionally makes connections to similar concepts and skills
 | **Good** understanding and application of concepts and skills* understands most concepts and skills
* often makes connections to similar concepts and skills
* sometimes applies to own life and to support new learning
 | **Very Good to Excellent** understanding and application of concepts and skills* thoroughly understands all or nearly all concepts and/or skills
* routinely makes connections to similar concepts and skills
* applies creatively to own life and to support new learning
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| **Course Complete:** Final passing grade for courses using CO/IN for grades, e.g., Grades 11 and 12 Physical Education/Health Education. |
| **Course Incomplete:** Final grade showing insufficient evidence of learning for courses using CO/IN for grades, e.g., Grades 11 and 12 Physical Education/Health Education. May also be used in other courses, but not as a final grade. |
| **Competence-based profiles of academic performance:**  F**rom a body of evidence based on grade-level products, observations and conversations, the teacher observes that the student...** |
| Has persistent learning difficulties which hinder or prevent acquisition of knowledge and skills. | Even with considerable ongoing support, demonstrates limited knowledge and skills which are acquired and expressed as disconnected elements. Requires significant support for continued grade-level learning. | Requires occasional teacher or peer support to demonstrate basic knowledge and skills and sees connections to prior learning. Sometimes extends concepts across other subject areas and contexts. Recognizes appropriate strategies. | Requires occasional prompting for clarification to demonstrate good knowledge and skills. Usually makes connections to prior learning and extends concepts across other subject areas and contexts. Identifies and explains appropriate strategies. | Applies prior learning to support new learning. Demonstrates strong knowledge and skills and consistently makes connections among them. There are extensions, when appropriate, across subject areas and contexts. Justifies, generalizes and articulates own thinking. |
|  | Additional Language Descriptors |
|  | contexts, incomplete, unclear, imprecise, vague, rough, partial, restricted, narrow, limited understanding, limited range, inconsistently, with difficulty, few conventions, major errors, simple ideas, infrequently, seldom, some, rarely | adequately, sufficiently, occasionally, periodically, from time to time, some concepts, some appropriate strategies, some understanding, familiar, at times, beginning, developing, incomplete | frequently, usually, repeatedly, reliably, generally, good, considerable, often, most, sometimes | independently, accurately, clearly, precisely, confidently, successfully, complex, sophisticated, thorough, consistently, proficiently, extends, expands, self-corrects, transfers, routinely, applies |
| The profiles illustrate different degrees of competence with which students engage broadly with subject content and are designed to assist teachers in planning for, recording and interpreting evidence of learning in a manner that will be aligned with the report card grade scale. The profiles describe academic achievement characteristics that typify each level of the report card grade scale. The profiles, like the report card grade scale, are neither designed nor intended for use as scoring rubrics for daily classroom use. Scoring rubrics are valuable tools for classroom use, particularly when co-constructed with students, which articulate and communicate about criteria for high-quality work specific to a student task. The profiles, meanwhile, in this document are intended to guide teachers in the interpretation of a body of evidence of learning when determining report card grades. |

1. **Comment Samples**

***Kindergarten***

Name explores basic transport, manipulation and balance skills in a variety of simple movement experiences and activities. He/She participates in physical activities that contribute to his/her fitness development and enjoyment. Name is learning to share equipment, take turns and play safely and cooperatively with others. He/She will be given opportunities to practice these positive social skills further in a variety of activities and games. Name can identify some daily personal health practices at home and at school.

Name explores basic movement skills (i.e., throwing, catching, rolling, galloping, skipping and balancing) in simple movement experiences. He/She participates in some physical activities for fitness development and enjoyment. Name will be encouraged to progressively increase participation in vigorous activity through tag games and other running and agility activities. Name shows a basic understanding of rules and routines used in simple games and station activities. Name can identify a range of feelings and emotions expressed by self and others.

Name participates in moderate to vigorous physical activities for set periods of time. He/She travels safely in general space, shares equipment, and plays cooperatively and fairly with others. Name is working on his/her hopping, skipping, jumping and galloping skills. He/She will be provided with opportunities to practice these and other skills further in a variety of simple movement experiences. Name participates in discussions about healthy and unhealthy food choices.

Name maintains continuous participation in fitness activities and games. He/She explores the basic movement skills in simple movement experiences. Name requiring occasional teacher or peer support to demonstrate selected movement skills in a variety of partner movement sequences. He/She will continue to be given prompts on how a skill should be performed to help him/her be more successful.

***Grade 1-2***

Name routinely demonstrates transport, manipulation and balance skills with success in a variety of movement experiences and settings. He/She participates in physical activities that contribute to his/her fitness development and enjoyment. Name is learning to play safely and cooperatively with others. He/She will be given opportunities to practice these and other positive social skills further in small group activities and games. Name shows a good understanding of various daily practices to maintain personal health.

Name uses basic movement skills (i.e., throwing, catching, rolling and striking) in a variety of movement experiences. He/She routinely participates in fitness activities, is learning how to track activity participation using simple methods, such as recording running laps with a partner. Name requires some reminder to follow set rules and routines for safe active participation. He/She will be given reminders before new activities and during transitions times to help him/her be more successful. Name can identify some feelings and emotions expressed by self and others.

Name routinely participates in moderate to vigorous physical activities to experience physical changes in the body. He/She travels safely in general space, shares equipment and plays cooperatively with others. Name is working on his/her hopping, skipping, jumping and galloping skills. He/She will be provided with opportunities to practice these and other skills further in a variety of movement experiences. Name participates in discussions about healthy and unhealthy food choices.

Name is learning to follow set rules and routines for safe active participation. He/She engages in some physical activities that contribute to his/her skill and fitness development. Name continues to work on his/her throwing, catching and striking skills. He/She will be provided with more opportunities to practice these and other skills in a variety of small group games and activities. Name shows a basic understanding of responsible social behaviours for getting along with others in class and on the playground.

Name participates in a wide variety of fitness activities and challenges. He/She is able to track his/her activity participation using simple methods, such as recording fitness tasks and using a pedometer. Name is developing his/her transport and manipulation skills in partner activities. He/She will have the opportunity to further develop these and other movement skills in upcoming cooperative and low-competitive games.

Name is working on his/her movement skills (e.g., skipping, galloping, throwing, catching, kicking), and is gradually becoming more confident in performing them in a variety of games and activity settings. He/She understands some strategies used in cooperative and team building activities. Name participates in fitness activities for extended periods of time, and in working on being able to maintain a steady pace. He/She is encouraged to keep active at home and school to improve his/her endurance and stamina in such activities.

Name participates in activities that contribute to his/her skill and fitness development. He/she demonstrates good bouncing, kicking, rolling and tumbling skills. Name shows an understanding of basic rules and strategies used in sport-related games, and is learning about team play. He/She will have the opportunity to further develop these skills in upcoming outdoor activities and sports specific games.

Name accurately and consistently demonstrates the basic movement skills of transport, manipulation and balance. He/she uses these skills successfully in individual, partner and group activities. Name shows great endurance in fitness activities and is encouraged to maintain an active lifestyle throughout the summer to sustain his/her fitness level.

Name demonstrates selected movement skills with a partner and in small-sided activities and games. He/She can strike a ball off a tee using his/her hand and kick a ball against a wall, both with accuracy and consistency. Name participates in a variety of activities that contribute to his/her personal fitness development. To improve his/her endurance, Name is encouraged to participate in many cardiovascular activities this summer.

***Grade 3-4***

Name routinely participates in exercises and activities that contribute to his/her personal fitness development.He/She demonstrates basic striking, throwing, catching and kicking skills in small group settings. He/She will have the opportunity to further develop these and other skills cooperative games and low-competitive activities. Name has a good understanding of the decision-making and problem-solving process.

Name shows excellent movement skills (i.e., throwing, catching, balancing and kicking) in low-competitive games and activities. He/She participates in vigorous physical activities that contribute to his/her skill and fitness development. Name is learning to record own fitness results and physical activity participation with accuracy. With more practice, he/she will become more proficient at this. Name routinely demonstrates behaviours that show respect for the abilities and feeling of others.

Name routinely participates in vigorous physical activities for progressively longer periods of time. He/She follow set rules and routines for safe active participation and use of equipment in selected physical activities. Name is working on his/her overhand throwing, striking and bouncing skills. He/She will be provided with opportunities to practice these and other skills further in small sided activities and games. Name participates in discussions about healthy food choices and barriers for health and active living.

Name demonstrates good overhand throwing, catching and striking skills in sport-related games and activities. He/She exhibits excellent rhythmic skills in jump rope activities and agility ladder challenges. Name requires some reminders to follow the fair play ideals while participating in team games. He/She will be given cues to help him/her be more successful in activity situations. Name has a good understanding of the decision-making and problem-solving process and is using them when working with others.

Name continues to develop his/her movement skills in a variety of sport-related games and activities. He/She is gaining an understanding of basic rules and strategies used in net/wall activities. Name requires some encouragement to participate in physical activities that contribute to his/her fitness development. He/She will be provided with more opportunities to choose activities He/She enjoys participating in. Name identifies general procedures and responsibilities related to safety in the community.

Name participates in activities that contribute to his skill and fitness development. He/She demonstrates basic bouncing, kicking, rolling and tumbling skills. Name is beginning to understand team play and various rules and strategies used in sport-related games. He/She will have the opportunity to further develop these concepts and skills in upcoming outdoor activities and team games.

Name demonstrates very good throwing, catching and striking skills in sport-related games and activities. She routinely participates in fitness activities, is learning how to track activity participation through simple recording methods.She will have the opportunity to use a pedometer to track her activity steps in upcoming games and fitness activities. Name can identify ways of sharing and working cooperatively with classmates.

***Grade 5-6***

Name actively participates in exercises that contribute to his/her personal fitness development.He/She is developing his/her striking, throwing and kicking skills in small-sided games and mass participation activities. Name will have the opportunity to further develop these and other skills in sport-related games and outdoor activities. Name has a good understanding of safety supports in the school and community.

Name demonstrates very good movement skills in a variety of sport-related lead-up games and activities. He/She identifies basic offensive and defensive strategies used in striking/field games and various other outdoor activities. Name participates in vigorous physical activities that contribute to his/her personal fitness development. Name is learning to record own fitness results with accuracy. Name requires some reminders to show respect for the abilities and feeling of others in activity situations. He/She will be given opportunities to practice this in a low-competitive games to help him/her be more successful. Name is learning stress management strategies for use in a variety of situations.

Name demonstrates good overhand throwing, catching and striking skills. He/She is learning how to combine selected movement skills in gymnastic-type routines and rhythmic activities. With more practice He/She will be more successful. Name requires some encouragement to participate in fitness activities. He/She will have the opportunity to set some goals for personal improvement in this area. Name has a basic understanding of food choices and needs for maintain a healthy body.

Name shows excellent sports-specific skills in team games and large group activities. He/She understands basic offensive and defensive game strategies. Name routinely participates in physical activities that contribute to his/her fitness development. He/She is encouraged to choose more challenging fitness activities during warm-up routines to increase his/her skill set. He/She identifies qualities that are important in establishing and maintaining a friendship.

Name is able to set-up and manage his/her own small group games during choice time. He/She includes others and is respectful of their differing abilities. Name participates in fitness activities that contribute to his/her skill and fitness development. He/She is working on his/her throwing and catching skills in outdoor recess activities, team games and partner challenges. With continued practice, He/She will see more success. Name sets and revises goals for personal health and well-being.

Name is rarely able to set-up and manage his/her own group games during choice time. He/She needs reminders to include others and be respectful of their differing abilities. Name sometimes participates in fitness activities that contribute to his/her skill and fitness development. He/She continues to develop his/her basic movement skills in outdoor recess activities, team games and mass participation activities. Name requires teacher support of set goals for personal health and well-being.

Name demonstrates very good throwing, catching and striking skills in a variety of sport-related activities and lead-up volleyball and flag football games. He/She routinely participates in fitness activities, is learning how to track activity participation through a variety of recording methods. He/She will have the opportunity to use a pedometer to trackhis/ her activity steps in upcoming warm-up activities and fitness challenges. Name has a good understanding of safety supports in the school and community.

Name performs movement skills with success in a variety activity situations and environments.  He/She models teamwork and fair play while participating in different physical activities. Name show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) affecting personal fitness development. He/She is encouraged to continue making choices that promote being physically active throughout the summer.

***Grade 7-8***

Name has a very good understanding of rules and strategies used in territory/invasion games (i.e., soccer, flag football, basketball). He/She can transfer basic throwing, catching and kicking skills to new activities. Name routinely participates in vigorous physical for personal fitness development. He/She is working on sustaining aerobic activity in his/her target heart rate zone. With more consistent practice, He/She will be more successful. Name demonstrates stress management strategies for use in a variety of situations.

Name demonstrates basic movement skills in a variety of individual and partner activities. He/She is working on using these skills with success in a variety of team games and sport-related activities. With regular practice, he/she will see more success. Name usually participates in moderate physical activities that contribute to his/her personal fitness development. He/She is learning to record his/her own physical activity participation with accuracy. Name demonstrates some basic first aid and emergency procedures for common injuries.

Name demonstrates very good overhand throwing, catching and striking skills in a variety of physical activities and settings. He/She is learning how to combine selected movement skills in gymnastic routines and rhythmic activities. He/She is encouraged to working collaboratively in a group setting to further develop these skills. Name can identify the health-related components and the activities/exercises suited for their development. Name applies the decision-making/problem-solving process in case scenarios related to substance use and abuse.

Name can work cooperatively in planning and organizing physical activities for self and others. He/She can determine safety rules, routines and procedures related team games and selected activities. Name participates in a variety of physical activities that contribute to his/her skill and fitness development. He/She is encouraged to join intramural and club activities to further develop his/her sports-specific skills. Name understands daily eating practices and needs in maintaining a healthy body and active lifestyle.

Name effectively applies appropriate movement skills during sport-related games and activities. He/She requires occasional prompting in understanding and applying movement concepts and strategies during activities. Name will be given the opportunity to work with a partner in small-sided games to work on these skills. Name participates in many fitness challenges, and can assess and monitor his/her personal fitness.

***Grade 9-10***

Name demonstrates effective use of throwing and catching skills in basketball and softball activities. He/She is able to develop and follow a personal fitness plan involving regular participation in moderate to vigorous intensity activities. Name has a thorough understanding of health concepts related to stress management and nutrition.

Name demonstrates a variety of sports-specific movement skills for use in small group and non-competitive settings. He/She needs to continue working on applying these skills in games involving larger groups or teams. Name is able to sustain participation in moderate to vigorous intensity activities for short periods. He/She demonstrates assertiveness/refusal strategies in case scenarios related to unsafe situations.

Name is able to lead and follow movement sequences involved in dance rhythmic activities. He/She can demonstratemost of the skills required for basic first aid and CPR. Name has a good understanding of health concepts related to human sexuality and prevention of substance use and abuse.

Name applies basic offensive and defensive strategies in team/group activities. At times, Name does not follow appropriate rules and etiquette during class physical activities and is strongly encouraged to review these with a partner or the teacher prior to participating. With assistance, he/she is able to develop personal physical activity goals based on his/her own fitness performance measures. With assistance, name is able to identify some of the factors that contribute to healthy eating.

Name accurately demonstrates selected sport-specific skills in net/wall and striking/fielding games. He/She understands various movement concepts and strategies. Name requires occasional reminders to apply safety guidelines during activities. He/She will be given reminders before activity participation to help him/her be more successful.

***Grade 11-12***

Physical Activity Practicum

Name has created a personal physical activity plan and to date has participated in XX hours of the course requirement of XX hours of OUT-of-class physical activity.

He/She has developed a personal fitness plan and is working towards maintaining his/her personal fitness goals at an independent level.

As indicated by his/her physical activity plan and log, Name participates in a wide range of physical activities that contribute to fitness development.

He/She participates independently on their physical activity plan and is able to record and reflect on activities.

He/She has developed a personal fitness plan that contributes to health-related fitness goals and consistently meets the moderate to vigorous intensity requirements.

Student has not yet created a safety and risk management plan for his/her personal physical activity plan.

Core Component (Health)

Name is able to identify most of the community resources and demonstrate decision-making strategies that support mental-emotional health.

Name has a thorough understanding of stages of addiction and can critically evaluate information related to substance use and abuse.

Name demonstrates some understanding of basic concepts related to energy balance and food safety.

Name has a thorough understanding of class concepts related to effective leadership.

Next Steps

He/She will need to complete XX hours of OUT-of-class physical activity by the end of the semester to meet course requirements.

Name is encouraged to increase the overall variety of activities being logged.

He/She is encouraged to increase some of his/her personal physical activity time involving vigorous activity.

Name has outstanding assignments that need to be completed to meet course requirements.

He/She is encouraged to provide more insight to personal reflections as part of his/her Physical Activity Log.

***V11 Sample Grade Level Indicators for PE & HE***

***Grade 1 Movement***

* Identify and demonstrate basic movement skills in activities and recognize the need for practice and patience
* Recognize terms and use basic biomechanical and movement concepts and a variety of activities
* Follows the basic rules and strategies when participating in games/activities
* Understand the meaning of sharing, respect, honesty, and other positive behaviours in games
* Apply basic movement skills when participating in games/activities
* Recognize importance of safety concerns and behaviours (e.g. rules, signals, routines) when participating in games/activities

***Grade 1 Fitness***

* Recognize that vigorous activity is important for health and fitness development
* Understand the location of main internal body parts and recognize the physical changes in the body during physical activity

***Grade 1 Healthy Lifestyles***

Safety: Identify safe and unsafe situation and ways to prevent harm;

Follow safety rules and routines

Personal & Social Management:

Recognize positive attributes;

Recognize factors affecting goal attainment; Identify steps to decision making;

Discuss responsibility and irresponsibility;

Identify ways to get along with others;

Identify ways of dealing with anger; Identify ways of minimizing and resolving conflicts;

Identify avoidance and refusal strategies

Healthy Lifestyles:

Identify daily habits that contribute to health;

Understands growth development and care of teeth;

Recognize food guide rainbow and the role of food;

Identify helpful and harmful substances at home and school

***Grade 2 Movement***

* Observe, name, demonstrate, and develop basic movement skills (i.e. transport, manipulation, and balance skills)
* Recognize and use basic biomechanical and movement concepts and a variety of activities
* Demonstrate knowledge of basic rules and strategies when participating in games/activities
* Identify game situations where sharing, respect, honesty, and other positive behaviours are required
* Apply basic movement skills when participating in games/activities
* Recognize safety concerns and act safely (e.g. rules, signals, routines) when participating in games/activities

***Grade 2 Fitness***

* Understand the location of main internal body parts and recognize the physical changes in the body during physical activity
* Recognize the purpose of a proper warm up
* Participate in games/activities at a level that contributes to personal fitness and enjoyment
* Determine own degree of exertion when participating in physical activities

***Grade 2 Healthy Lifestyles***

Safety: Identify safe and unsafe situation and ways to prevent harm and help others;

Follow safety rules and routines

Personal and Social Management:

Recognize everyone is unique;

Recognize that time effort and cooperation are needed to achieve simple health goals;

Ways to show personal responsibility;

Decisions have consequences;

Identify respectful behavior;

Positive communication skills;

Ways to express feelings appropriately;

Identify causes of stress and ways to reduce

Healthy Lifestyles:

Identify daily health habits and responsibilities for healthy living;

Identify common illnesses and diseases and ways to prevent them;

Assess personal dental care habits;

Identify benefits and opportunities to be physically activity;

Understand impact of technology and physical activity;

Differentiate between “everyday” and “sometime” foods and function of food;

Identify basic body changes; Describe how living things reproduce and care for young; Uses appropriate language

***Grade 3 Movement***

* Understand and demonstrate, correct movement skills and patterns movement skills (i.e. transport, manipulation, and balance skills)
* Understand that personal attitudes affect successful skill development
* Recognize and use basic biomechanical and movement concepts in various activities
* Demonstrate an understanding of rules, vocabulary and strategies when participating in games/activities
* Understand the effect of positive and negative behaviours in games
* Apply basic movement skills competently when participating in games/activities
* Recognize safety concerns and act safely (e.g. rules, signals, routines, techniques) when participating in games/activities

***Grade 3 Fitness***

* Recognize activities and exercises that contribute to health-related fitness
* Recognize the need for vigorous activity to strengthen the body
* Understand basic heart physiology and the effects of short-term exercise on the body
* Recognize the purpose of a proper warm up
* Maintain participation in activities at a level that contributes to personal fitness and enjoyment
* Determine own degree of exertion when participating in physical activities
* Record participation in daily activities to determine physical activity level

***Grade 3 Healthy Lifestyles***

Safety: Identify safe and unsafe situation and ways to prevent harm and help others (violence, bullying); Identify key people who provide safety services; Follow safety rules and routines

Personal and Social Management:

Show consideration;

Differentiate between short and long-term goals;

Explore steps in decision-making;

Respecting others; personal responsibility to collaboration and teamwork;

Appropriate and inappropriate communication; Recognize importance of friends;

Anger triggers and management; Identify steps and skills in conflict resolution;

Recognize verbal and non-verbal behaviours that are assertive

Healthy Lifestyles:

Identify daily health habits and responsibilities for healthy living;

Identify common illnesses and diseases and ways to prevent them;

Assess personal dental care habits;

Identify benefits and opportunities to be physically activity;

Understand impact of technology and physical activity;

Differentiate between “everyday” and “sometime” foods and function of food;

Identify and describe dangers of substance use in the community

***Grade 4 Movement***

* Understand the main features of mature basic movement skills
* Understand that the development of movement skills in all aspects is uniquely individual
* Understand movement and biomechanical concepts related to a variety of activities
* Demonstrate an understanding of rules, vocabulary and strategies when participating in games/activities
* Identify the five fair play ideals
* Demonstrate and apply basic movement skills proficiently when participating in games/activities
* Recognize safety concerns and act safely (e.g. rules, signals, routines, techniques) when participating in games/activities

***Grade 4 Fitness***

* Recognize the health-related fitness components
* Understand basic heart physiology and the effects of short-term exercise on the body
* Understand the role of aerobic and stretching exercises in cooling down after vigorous exercise
* Discuss how setting goals and developing strategies are important to fitness development
* Maintainregular continuous participation in activities at a level that contributes to personal fitness and enjoyment
* Determine ways to monitor heart rate
* Determine and record fitness results to monitor progress towards fitness goals

***Grade 4 Healthy Lifestyles***

Safety: Identify responsibilities associated with safety (prevention, protection, persuasion);

Follow safety rules and routines;

Identify common injuries and ways to provide help (first aid)

Personal and Social Management:

Awareness of factors affecting self-esteem / confidence;

Identify goal setting process; identify steps in decision-making and problem-solving;

Identify appropriate social behaviours;

Identify positive communication skills;

Identify characteristics and behaviours of emotions and strategies for dealing with them, including grief/loss and stress

Healthy Lifestyles:

Identify importance of practicing daily health habits;

Identify ways to manage environmental conditions affecting health;

Identify the structure and function of teeth;

Describe feelings associated with physical activity participation;

Determine the impact of technology on physical activity;

Demonstrate and understanding factors affecting healthy eating

***Grade 5 Movement***

* Detect, analyze and correct errors in basic movement skills
* Perform basic and combined movement skills, and apply biomechanical principles to control movement in various environments
* Demonstrate and apply knowledge of terminology, rules, and effective strategies when participating or officiating games/activities
* Understand the role of teamwork and fair play in physical activities
* Understand risks and act safely when participating in activities using equipment and in different environments

***Grade 5 Fitness***

* Identify health-related fitness components and exercise/activity examples
* Identify long-term benefits of moderate to vigorous activities
* Recognize heart-related terminology in an exercise/activity context and describe long and short term effects
* Understand the factors affecting fitness development
* Identify and demonstrate proper exercise techniques
* Use various heart rate monitoring methods before after and during continuous activities to determine heart-rate zones
* Determine and record fitness results to monitor progress and revise fitness goals

***Grade 5 Healthy Lifestyles***

Safety: Identify safety concerns in the community or media;

Follow safety rules and routines;

Describe ways of responding to environmental dangers;

Identify community supports for safety and health;

Examples of and ways to stay safe from abuse (verbal, physical and sexual), bullying and harassment

Personal and Social Management:

Identify how self-concept and feelings are affected;

Understand the importance of personal responsibility and group goals;

Identify the influences of self and others on decision-making;

Describe behaviours that show respect for others and their cultures;

Review verbal and non-verbal factors affecting communication; Identify qualities for friendship building; Identify components of anger management strategies; Identify causes of conflict and show strategies for their resolution;

Identify and assess strategies for preventing or avoiding unwanted situations

Healthy Lifestyles:

Examine dental health practices and services;

Describe the influences on and effects of medicinal and non-medicinal substances;

Describe the structure and function of the reproductive and endocrine systems;

Identify pubescent changes (physical, social-emotional) and hygiene practices;

Describe the influences of heredity;

Identify influences on sexuality and gender roles;

Identify characteristics and effects of HIV and AIDS

***Grade 6 Movement***

* Recognize the use of similar movement skill patterns in different physical activities
* Adapt game rules, use terminology, identify strategies of games/activities
* Identify examples of teamwork and fair play in games
* Perform variations and purposeful use of movement skills, and apply biomechanical principles to control movement when using equipment and in various environments
* Understand risks and act safely when participating in activities using equipment and in different environments.

***Grade 6 Fitness***

* Identify health and skill related fitness components
* Identify main bones of the skeleton and effects of exercise and inactivity on bones
* Understand the factors affecting fitness development
* Identify proper and harmful exercise techniques
* Recognize and use behaviours that encourage effort and participation
* Engage in activities that improve all fitness components and demonstrate proper techniques while doing so
* Determine and compare personal heart rates to target zones
* Use multiple strategies to determine, organize and record fitness results and monitor progress to revise fitness goals

***Grade 6 Healthy Lifestyles***

Safety: Identify safety concerns in the community while caring for others;

Follow safety rules and routines;

Understanding of basic injuries and first-aid procedures;

Understand ways of seeking help for an injured person

Personal and Social Management:

Describe influences on the development of identity, confidence and self-efficacy;

Revise short and long-term health and academic goals;

Describe personal and social factors influencing decision-making;

Identify communication styles;

Demonstrate interpersonal skills for friendship building and inclusion;

Describe strategies for sharing, expressing and help-seeking for feelings and emotions;

Describe the stages of stress and traits and strategies conducive to handling stress

Healthy Lifestyles:

Relate the importance of adolescent health practices;

Identify practices and policies supporting healthy schools and communities;

Recognize the physical and social-emotions benefits of daily activity;

Influences on decision-making relative to active living;

Identify food choices that support healthy active lifestyles;

Develop a personal action plan for active healthy living

***Grade 7 Movement***

* Recognize the characteristics of similar movement skill patterns used in different physical activities
* Understand importance of following rules, game specific terminology, and offensive and defensive strategies in games
* Understand difference between fair play and unethical behaviours in games
* Perform variations and purposeful use of movement skills, and apply biomechanical principles to control movement when using equipment and in various environments
* Design and perform movement sequences
* Determine risks and responsibilities, devise and follow rules, routines, and procedures for safe participation in physical activities

***Grade 7 Fitness***

* Understand which activities develop particular health-related fitness components
* Understand the benefits of physical activity for optimal health and fitness
* Identify major muscle groups used in exercise and activity and describe the long and short term effect of exercise and inactivity on the muscle system
* Understand and explain the FITT principle
* Explain the purpose of a warm-up and cool-down for activity
* Explain how personal factors and interests affect activity choices
* Demonstrate behaviours that contribute to personal fitness goals
* Understand the relationship between rate of perceived exertion and target heart-rate zones
* Use multiple strategies to determine, record, organize and chart fitness results to determine effects of participation and training on progress towards fitness goals

***Grade 7 Healthy Lifestyles***

Safety: Follow safety rules and routines;

Describe ways of responding to community dangers and ways to get help;

Describe situations of physical, verbal, emotional and sexual abuse and strategies to avoid or address them

Personal and Social Management:

Sense of belonging; Identify positive social behaviours for dealing with change; Identify communication styles and leadership qualities; Identify opportunities to make friends;

Identify and managing obstacles to goal achievement; Describe mental skills for success;

Explain benefits of decision-making process to improve health;

Identify anger management skills; Describe influences of conflict on personal behaviour and development; Review conflict management strategies;

Describe avoidance/refusal strategies for dealing with dangerous situations

Healthy Lifestyles:

Explain differences between use and abuse of medicinal and non-medicinal substances;

Identify influences on and consequences of substance use and abuse;

Describe the reproductive system and process; Explain fertilization myths and fetal development;

Describe role of endocrine system in puberty and the related emotional changes on well-being;

Influences and considerations for responsible decision-making related to sexual health

***Grade 8 Movement***

* Recognize the characteristics of similar movement skill patterns used in different physical activities
* Understand how rules affect safety, game specific terminology and common strategies used in games/activities
* Understand expectations for personal and group conduct in games
* Perform combinations and purposeful use of movement skills, and apply biomechanical principles to control movement when using equipment and in various environments
* Determine risks and responsibilities, devise and follow rules, routines, and procedures for safe participation in physical activities

***Grade 8 Fitness***

* Understand the importance of health-related fitness components to a balanced fitness plan
* Identify primary action of major muscles and muscle groups and joints involved and explain the effects of use and overuse
* Explain and apply the FITT principle to the development of the health-related fitness components
* Explain the three stages of activity specific warm-ups and provide examples of each stage
* Explain how personal factors and interests affect activity choices
* Participate in continuous aerobic activities in target heart-rate zone
* Assess, record, organize and chart fitness results to determine effects of participation and training on progress towards fitness goals

***Grade 8 Healthy Lifestyles***

Safety: Follow safety rules and routines;

Evaluate laws and policies that promote personal and community safety;

Identify basic injuries and first-aid procedures;

Ability to access valid health information, products and services

Personal and Social Management:

Examine effects of stereotyping and ways to promote acceptance;

Develop self-monitoring strategies and analyze influences on goal setting;

Describe social factors affecting decision-making and the taking of personal responsibility; Identify roles and responsibilities for developing positive relationships;

Identify stages of grieving;

Explain the stress response;

Examine the effect of coping and relaxation strategies on the body

Healthy Lifestyles:

Health habits and their effect on body systems;

Physical activity related to sustainable development;

Impact of technology on health;

Evaluate information on healthy body weight and body image;

Apply Sport nutrition principles;

Personal action plan for active healthy living