

Physical Activity Student Leaders - CTF Challenge Guide

Horizon School Division

Challenge	Using technology to promote active living (ie. pedometers, accelerometers, websites or apps) to reach Canadian Physical Activity Guidelines and support DPA (Daily Physical Activity) recommendations (physically active for at least 60 minutes each day).	Grade	5-9
Essential Question	How can students encourage each other to reach physical activity recommendations using technology?	Estimated Time	10-20 hrs.
All CTF learning outcomes should be addressed in each CTF challenge.			

Challenge Description	Create a resource for student leaders to mentor fellow students in reaching DPA (Daily Physical Activity) recommendations using technology.
Entry Event	<p>Watch a thought-provoking video and discuss Essential Question with class:</p> <ul style="list-style-type: none"> • Video: 23 ½ hours video: https://www.youtube.com/watch?v=aUalnS6HIgo • Video: Why Is Sitting Bad For you: https://www.youtube.com/watch?v=wUEl8KrMz14&feature=player_embedded

Occupational Areas (Select at least two to explore)	<p>BUSINESS</p> <p><input type="checkbox"/> Computing Science <input type="checkbox"/> Financial Management <input type="checkbox"/> Management & Marketing</p> <p><input type="checkbox"/> Enterprise & Innovation <input type="checkbox"/> Information Processing <input type="checkbox"/> Networking</p> <p>COMMUNICATION</p> <p><input checked="" type="checkbox"/> Communication Technology <input type="checkbox"/> Design Studies <input type="checkbox"/> Fashion Studies</p> <p>HUMAN SERVICES</p> <p><input type="checkbox"/> Community Care Services <input type="checkbox"/> Foods <input type="checkbox"/> Legal Studies</p> <p><input type="checkbox"/> Cosmetology <input type="checkbox"/> Health Care Services <input checked="" type="checkbox"/> Recreation Leadership</p> <p><input type="checkbox"/> Esthetics <input type="checkbox"/> Human & Social Services <input checked="" type="checkbox"/> Tourism</p> <p>RESOURCES</p> <p><input type="checkbox"/> Agriculture <input type="checkbox"/> Forestry <input type="checkbox"/> Wildlife</p> <p><input type="checkbox"/> Environmental Stewardship <input type="checkbox"/> Primary Resources</p> <p>TECHNOLOGY</p> <p><input type="checkbox"/> Construction <input type="checkbox"/> Fabrication <input type="checkbox"/> Mechanics</p> <p><input checked="" type="checkbox"/> Electro-Technologies <input type="checkbox"/> Logistics</p>
How the Occupational Areas Relate to the Challenge	<p>Communication technology: Researching technology to promote active living (ie. pedometers, accelerometers, websites or apps).</p> <p>Recreation Leadership: How to promote physical activity to peers, researching DPA recommendations, physical activity and/or sedentary guidelines for youth, and creating a resource for student leaders to use.</p> <p>Tourism: Map distances of steps walked by students during a challenge to local attractions.</p> <p>Electro-technologies: Understanding how accelerometers or pedometers work.</p>
Skills Related to the Occupational Areas	<p>Communication technology: Discover and develop skills for relaying a message effectively using various forms of media, including animation, print, photography and audio/visual.</p> <p>Recreation Leadership: Develop skills useful for coaching, fitness leadership, sport performance, athletic therapy and leading recreational activities.</p>

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	<p>Tourism: Look at the impact of tourism in Alberta and around the world and develop knowledge and skills required for the tourism industry.</p> <p>Electro-technologies: Provide technical support and services in the design, development, testing, production, service, repair and operation of electrical and electronic equipment and systems (pedometers, accelerometers etc.).</p>												
Safety and/or Environmental Concerns	<p>Are there any items that may be harmful to the students and the environment? Are there any special disposal or clean-up procedures?</p> <p>Remember to follow your school's and/or district's safety requirements at all times.</p>												
Facility Type	<p>What kind of room or facility best suits the challenge?</p> <p>Classroom</p>												
Equipment and/or Consumables	<p>What equipment and/or consumables are necessary?</p> <p>Pedometers, computers.</p>												
Interdisciplinary Learning Opportunities	<p>SUBJECTS</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> ELA</td> <td><input checked="" type="checkbox"/> Health and Life Skills</td> <td><input type="checkbox"/> Religious Education</td> </tr> <tr> <td><input checked="" type="checkbox"/> Fine Arts</td> <td><input checked="" type="checkbox"/> Mathematics</td> <td><input type="checkbox"/> Sciences</td> </tr> <tr> <td><input type="checkbox"/> French Language Arts</td> <td><input type="checkbox"/> Outdoor Education</td> <td><input checked="" type="checkbox"/> Social Studies</td> </tr> <tr> <td><input type="checkbox"/> French Second Language</td> <td><input checked="" type="checkbox"/> Physical Education</td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Health and Life Skills	<input type="checkbox"/> Religious Education	<input checked="" type="checkbox"/> Fine Arts	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Sciences	<input type="checkbox"/> French Language Arts	<input type="checkbox"/> Outdoor Education	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> French Second Language	<input checked="" type="checkbox"/> Physical Education	
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Cross-curricular Competencies:

- Know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others
- Think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge
- Identify and solve complex problems
- Manage information: access, interpret, evaluate, and use information effectively, efficiently, and ethically
- Innovate: create, generate, and apply new ideas or concepts
- Create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit
- Apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance
- Demonstrate good communication skills and the ability to work cooperatively with others
- Demonstrate global and cultural understanding, considering the economy and sustainable development
- Identify and apply career and life skills through personal growth and well-being

Literacy and Numeracy Learning Opportunities: Identify how the challenge supports [literacy and numeracy skills](#) in order to construct and communicate meaning.

[Draft Literacy and Numeracy Benchmarks](#) (see Appendix F)

- Tracking and counting steps, adding totals, comparing classroom totals, mapping distances covered and conversion of other physical activities to steps.
- Comparing activity totals to current physical activity guidelines for age group.
- Resource Development: Writing skills for clear communication

Opportunities for Students to Reflect on their Learning: What strategies will guide students to reflect on their learning, their thinking, their experiences and the processes they used?

-Individual tracking tool for activity and/or steps

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-Reflection for journal entry on effect of sedentary behavior or increasing physical activity and personal benefits.

Resources: Identify potentially useful resources for teaching and learning the challenge.

The following resources are not authorized but are provided as a service to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. Note: All website addresses listed for this project were confirmed as accurate at the time of publication but are subject to change.

Contact your local Health Promotion Coordinator from Alberta Health Services for other resources related to healthy eating, active living and positive mental health by emailing: healthychildrenandyouth@ahs.ca

Books, Manuals and Articles

- School Pedometer Kit – contact your local Health Promotion Coordinator with Alberta Health Services by emailing healthychildrenandyouth@ahs.ca
- Canadian Physical Activity and Sedentary Behaviour Guidelines Handbook: <http://www.csep.ca/en/guidelines/get-the-guidelines> and http://www.csep.ca/CMFiles/Guidelines/CSEP_Guidelines_Handbook.pdf
- Daily Physical Activity (DPA) Interactive Reference Guide <http://www.rockyview.ab.ca/resources/collections-1/artifact/Daily%20Physical%20Activity%20Interactive%20Reference%20Guide.pdf>
- Alberta Education Daily Physical Activity Handbook <https://education.alberta.ca/media/160222/handbook.pdf>
- Student Leadership activities available under # 1. Prepare at– <http://www.albertahealthservices.ca/7123.asp>

Websites and Multimedia

- **Ever Active Schools:**
Resources to Promote Physical Activity: <http://www.everactive.org/physical-activity-new>
Student Leadership Resources: <http://www.everactive.org/student-leadership-1?id=1396>
- **Physical Literacy Websites:**
Canadian Sport for Life: www.canadiansportforlife.ca
Active for Life: www.activeforlife.ca
- **Physical Activity Apps and website lists**
Uwalk website: <https://uwalk.ca/>

Straighten Up Alberta website: <http://www.straightenupalberta.com/>

Active Lethbridge: <http://activelethbridge.ca/>

Alberta Centre for Active Living: <http://www.centre4activeliving.ca/>

*Prepare in collaboration with Horizon School Division and Alberta Health Services - Healthy Children and Youth HPCs