10/20 Éducation Physique et Santé

Mme Sharpe

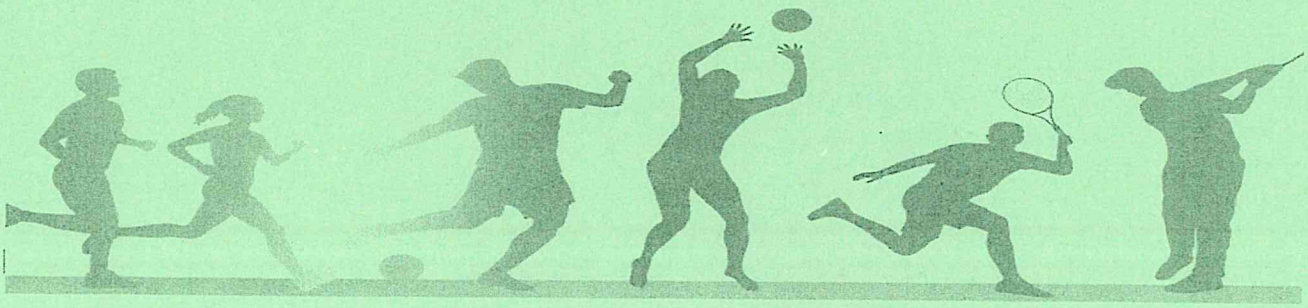
Voici le travail dont vous avez besoin pour

la semaine du 13 au 17 avril. Si vous avez des questions s'il vous plaît n'hésitez pas à me contacter :

Email : ssharpe@sunrisesd.ca

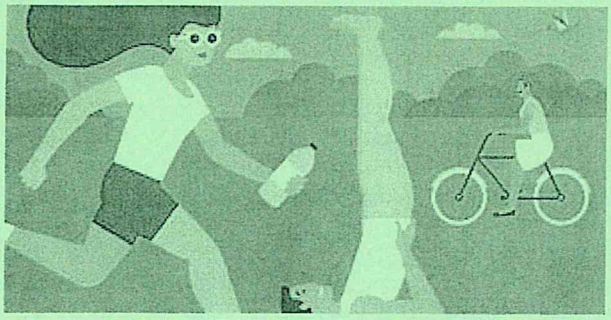
Téléphone à l'école : 204 367-2296

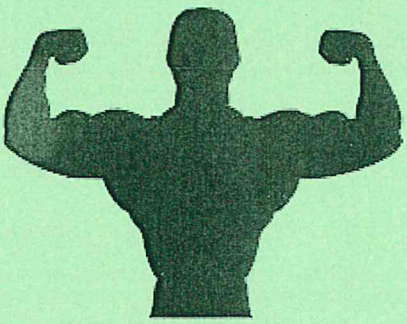
Téléphone cellulaire : 204 340-6435



La semaine du 13 au 17 avril.

Motricité	- Choisissez une activité parmi les feuilles d'avtivité physique jaune - prendre part à l'activité et faire une vidéo de vous-même engagé dans cette activité - envoyer la vidéo à mon e-mail **ssharpe@sunrisesd.ca**
Conditionment physique	- Suivre les fiches du 30 Day Challenge. - Mettre une croche après d'avoir completé chaque jour.
Santé	- Les relations sexuelles: maintenant ou plus tard? - Dans vos propres mots créer une liste pour chaque choix, donner 10 raisons pour chaque





Get Fit Disc Golf

Physical Education

Grade Level 7 - 12

Materials	Frisbee or paper plate (or other throwing object like socks), multiple small objects for markers (e.g., plastic cups, plastic measuring cups), paper, pencil
Learning Outcome	Develop a course for a target game and perform aerobic, fitness, and core activities while throwing for accuracy.

Description

Ensure there is enough space to do the activity away from any safety hazards. Design a disc golf course indoors or outdoors using materials available. For each hole, create a tee-off area and a hole a certain distance away from each other using small objects (e.g., plastic cups, plastic measuring cups, etc.). Each tee-off and hole object markers should be similar to distinguish different holes or consider numbering both the tee-off marker and the hole marker (e.g., the first hole's tee-off marker and hole marker both have a number 1). For each hole, write a different fitness activity on a piece of paper and place it by the tee-off marker. Examples of fitness activities include:

- Lunges x 5 per leg
- Wall sit x 30 seconds
- Squats x 10
- High knees x 10 per leg
- Plank x 30 seconds
- Jumping Jacks x 10
- Sit down and jump up x 5
- Run on the spot x 30 seconds

Play the disc golf course in pairs if possible using the same throwing object and altering throwing turns. If two players are not available, the game can also be played with a single player. Start at the first tee-off and throw the object toward the hole. If it does not land or hit the hole marker, move to where the object landed and perform the fitness activity.

Continue this process until the object lands or hits the hole marker. Finish the course or play for a selected amount of time. Consider keeping score and playing again to see if the score can be improved.

Get Fit Disc Golf

Physical Education

Grade Level 7-12

Physical Education Competencies

MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.

THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.

FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.

ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.

Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the youth the reflection questions below and discuss the answers together.

- *How did the accuracy of your throw change after performing some of the fitness activities?*
- *How could you design a more challenging course?*

Dance in Space at Your Place

Physical Education

Grade Level 7-12

Materials	Music
Learning Outcome	Discuss the element of space in dance and create a dance sequence that contains the components of space.

Description

Dance has various elements to consider. One of these elements is space. Space can be described by:

- Shape: circles, squares, triangles, etc. made with parts of the body, the whole body, or with groups of people.
- Level: distance from the floor (high, medium, low)
- Direction: where the body moves (forward, backward, up, down, diagonally)
- Pathways: patterns taken as we move (straight, curved, zig-zag)
- Focus: where the eyes look while dancing
- Size: how large or small the movements are

Share these components of space with the youth and challenge them to create a dance sequence that contains each component (e.g., sequence contains a few shapes, at a few levels, in changing directions, taking a few pathways, with large and small movements, and eyes focused on particular points).

Invite the youth to choose a song they like and provide them with time to create the sequence. Support them as needed and also consider creating your own sequence.

Get the whole family involved and share your sequences with each other!

Dance in Space at Your Place

Physical Education

Grade Level 7-12

Physical Education Competencies

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THINK

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FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.

ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.

Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the youth the reflection questions below and discuss the answers together.

- *How easy or difficult was it to create your dance sequence and include all of the components?*
- *Can you think of other dances you know that include any of the components of space?*

Corner Ball

Physical Education

Grade Level 7 - L2

Materials	Tennis ball (or similar sized ball that bounces), two small objects (e.g., socks, plastic cups), four flat objects of the same size (e.g., paper plate)
Learning Outcome	Defend space, set up for an attack, and strike for accuracy playing a net/wall game.

Description

Ensure there is enough space to do the activity away from any safety hazards. Place the two small objects a certain distance apart from each other on the ground or floor to represent a net and to divide the playing area in two. Place a flat object in the left and right corners at the back of each side. Two players are required to play and they line up on either side of the net across from each other.

One player serves by striking the ball with an open hand and the other player returns it after it bounces once. Continue the rally until one person cannot return the ball or if one player hits the ball so it lands on the flat object on their opponent's side. A point is awarded after each rally and five points are awarded for hitting a flat object with the ball. Play until one player scores an agreed upon number of points to end the game. If questions come up about rules that have not been established, mutually agree upon the rule and begin play again.

Physical Education Competencies

MOVE
Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.

THINK
Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.

FEEL
Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.

ACT
Practice behaviour skills and strategies that facilitate movement competence and confidence.

Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the youth the reflection questions below and discuss the answers together.

- *What tactics did you work on throughout the games (e.g., placing the ball to score a point, playing defense, etc.)?*
- *Did you put rules in place as you played? What were they? If you did not, what rules would you put in place if you played again?*

Sitting Volleyball

Physical Education

Grade Level 7-12

Materials	Volleyball (or other similar ball or balloon), string or rope, two chairs
Learning Outcome	Discover alternative ways to play traditional activities and experience playing a Parasport.

Description

Sitting volleyball is a sport that is growing across Canada. It is played at the Paralympic Games and is also enjoyed at the community level. Ensure there is enough space to play away from any safety hazards. Put two chairs across from each other and tie a rope or string to them to create a net that is about 1 metre from the ground. Have a player sit on each side of the net and explain that in sitting volleyball some part of the body (from the shoulders to the buttocks) must be in contact with the ground when playing the ball. One player (or team) begins by serving and the serve rotates between players (or team) depending on the point awarded.

A point is awarded when a player cannot return the ball to the other side of the net, the ball is hit out of bounds, or if a serve does not make it over the net. A point is awarded every rally. Play the game until one player (or team) scores 25 points.

Physical Education Competencies

MOVE
Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.

THINK
Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.

FEEL
Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.

ACT
Practice behaviour skills and strategies that facilitate movement competence and confidence.

Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the youth the reflection questions below and discuss the answers together.

- *Do you think any strategies differ in sitting volleyball compared to traditional volleyball? If so, which strategies differ?*
- *What other Paralympic sports are you aware of? If you do not know of any others, research them to find out more.*

Put the 'I' in Inventor

Physical Education

Grade Level 7-12

Materials	At least one ball, other equipment of choice
Learning Outcome	Use the conditions provided to create a game with rules and strategies.

Description

Ensure there is enough space to do the activity away from any safety hazards. Challenge the youth to develop their own physical activity game. The only elements that must be included in the game are:

- At least one ball or similar object (e.g., socks) must be used.
- At least one form of sending (throwing, kick, roll, etc.) must be used.

Allow the youth time to brainstorm and to test the rules and strategies for their game.

Invite the youth to name their game and then video call a friend or family member to teach them the game.

Physical Education Competencies

MOVE
Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.

THINK
Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.

FEEL
Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.

ACT
Practice behaviour skills and strategies that facilitate movement competence and confidence.

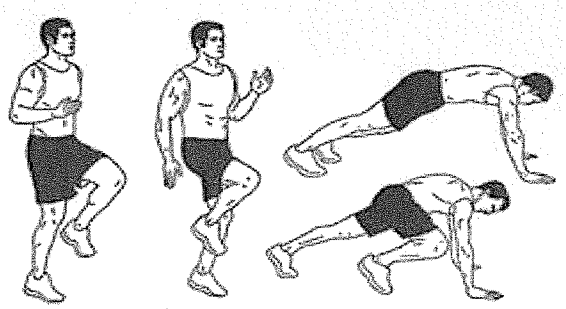
Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the youth the reflection questions below and discuss the answers together.

- *What was the most enjoyable part of inventing your game?*
- *What would you do to modify your game for a younger player or for a player with a disability?*

Cardio

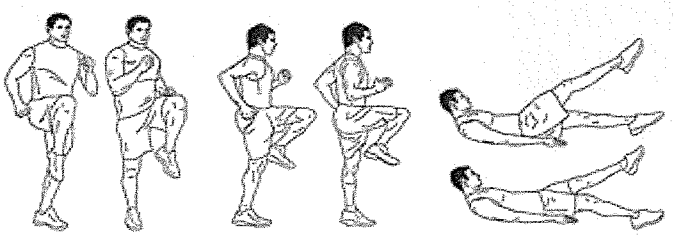
30-Day Challenge



Day 1	40 high knees, 20 climbers
Day 2	60 high knees, 40 climbers
Day 3	20 high knees, 60 climbers
Day 4	40 high knees, 20 climbers
Day 5	60 high knees, 40 climbers
Day 6	60 high knees, 20 climbers
Day 7	80 high knees, 40 climbers
Day 8	40 high knees, 20 climbers
Day 9	80 high knees, 40 climbers
Day 10	80 high knees, 60 climbers
Day 11	100 high knees, 20 climbers
Day 12	80 high knees, 40 climbers
Day 13	40 high knees, 40 climbers
Day 14	80 high knees, 60 climbers
Day 15	100 high knees, 60 climbers
Day 16	140 high knees, 40 climbers
Day 17	100 high knees, 40 climbers
Day 18	40 high knees, 80 climbers
Day 19	100 high knees, 40 climbers
Day 20	140 high knees, 60 climbers
Day 21	160 high knees, 40 climbers
Day 22	120 high knees, 60 climbers
Day 23	60 high knees, 20 climbers
Day 24	100 high knees, 40 climbers
Day 25	160 high knees, 20 climbers
Day 26	200 high knees, 20 climbers
Day 27	160 high knees, 40 climbers
Day 28	100 high knees, 20 climbers
Day 29	100 high knees, 80 climbers
Day 30	240 high knees, 60 climbers

reps - throughout the day © neilarey.com

make over



30-DAY CHALLENGE

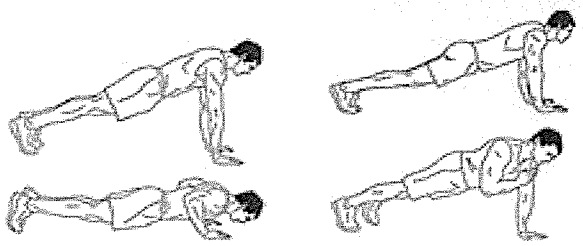
burn body fat; build abs

© darebee.com

1 30sec high knees 30sec march steps 3 sets | no rest	2 10 flutter kicks 3 sets | 2min rest	3 30sec high knees 30sec march steps 4 sets | no rest	4 10 flutter kicks 4 sets | 2min rest	5 30sec high knees 30sec march steps 5 sets | no rest
6 10 flutter kicks 5 sets | 2min rest	7 30sec high knees 30sec march steps 6 sets | no rest	8 20 flutter kicks 3 sets | 2min rest	9 30sec high knees 30sec march steps 7 sets | no rest	10 20 flutter kicks 4 sets | 2min rest
11 30sec high knees 30sec march steps 8 sets | no rest	12 20 flutter kicks 5 sets | 2min rest	13 30sec high knees 30sec march steps 9 sets | no rest	14 30 flutter kicks 3 sets | 2min rest	15 30sec high knees 30sec march steps 10 sets | no rest
16 30 flutter kicks 4 sets | 2min rest	17 1min high knees 1min march steps 5 sets | no rest	18 30 flutter kicks 5 sets | 2min rest	19 1min high knees 1min march steps 6 sets | no rest	20 40 flutter kicks 3 sets | 2min rest
21 1min high knees 1min march steps 7 sets | no rest	22 40 flutter kicks 4 sets | 2min rest	23 1min high knees 1min march steps 8 sets | no rest	24 40 flutter kicks 5 sets | 2min rest	25 1min high knees 1min march steps 9 sets | no rest
26 50 flutter kicks 3 sets | 2min rest	27 1min high knees 1min march steps 10 sets | no rest	28 50 flutter kicks 4 sets | 2min rest	29 2min high knees 1min march steps 7 sets | no rest	30 50 flutter kicks 5 sets | 2min rest

chest & arms

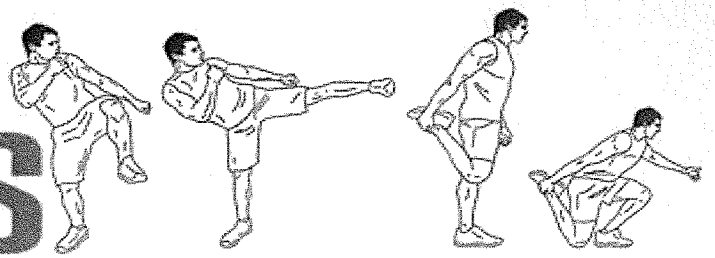
30-DAY CHALLENGE



© darebee.com

1 to failure push-ups 3 sets | 30sec rest	2 20 shoulder taps 3 sets | 30sec rest	3 to failure push-ups 3 sets | 30sec rest	4 22 shoulder taps 3 sets | 30sec rest	5 to failure push-ups 3 sets | 30sec rest
6 24 shoulder taps 3 sets | 30sec rest	7 to failure push-ups 3 sets | 30sec rest	8 20 shoulder taps 4 sets | 30sec rest	9 to failure push-ups 3 sets | 30sec rest	10 22 shoulder taps 4 sets | 30sec rest
11 to failure push-ups 4 sets | 30sec rest	12 24 shoulder taps 4 sets | 30sec rest	13 to failure push-ups 4 sets | 30sec rest	14 20 shoulder taps 5 sets | 30sec rest	15 to failure push-ups 4 sets | 30sec rest
16 22 shoulder taps 5 sets | 30sec rest	17 to failure push-ups 4 sets | 30sec rest	18 24 shoulder taps 5 sets | 30sec rest	19 to failure push-ups 4 sets | 30sec rest	20 20 shoulder taps 6 sets | 30sec rest
21 to failure push-ups 5 sets | 30sec rest	22 22 shoulder taps 6 sets | 30sec rest	23 to failure push-ups 5 sets | 30sec rest	24 24 shoulder taps 6 sets | 30sec rest	25 to failure push-ups 5 sets | 30sec rest
26 20 shoulder taps 7 sets | 30sec rest	27 to failure push-ups 5 sets | 30sec rest	28 22 shoulder taps 7 sets | 30sec rest	29 to failure push-ups 5 sets | 30sec rest	30 24 shoulder taps 7 sets | 30sec rest

IRON GLUTES



30-DAY CHALLENGE

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1 20 side kicks 1min rest 2 sets	2 8 shrimp squats 1min rest 2 sets	3 80 side kicks throughout the day	4 10 shrimp squats 1min rest 2 sets	5 24 side kicks 1min rest 2 sets
6 12 shrimp squats 1min rest 2 sets	7 100 side kicks throughout the day	8 8 shrimp squats 1min rest 3 sets	9 20 side kicks 1min rest 3 sets	10 10 shrimp squats 1min rest 3 sets
11 120 side kicks throughout the day	12 12 shrimp squats 1min rest 3 sets	13 24 side kicks 1min rest 3 sets	14 8 shrimp squats 1min rest 4 sets	15 140 side kicks throughout the day
16 10 shrimp squats 1min rest 4 sets	17 20 side kicks 1min rest 4 sets	18 12 shrimp squats 1min rest 4 sets	19 160 side kicks throughout the day	20 8 shrimp squats 1min rest 5 sets
21 24 side kicks 1min rest 4 sets	22 10 shrimp squats 1min rest 5 sets	23 180 side kicks throughout the day	24 12 shrimp squats 1min rest 5 sets	25 20 side kicks 1min rest 5 sets
26 8 shrimp squats 1min rest 6 sets	27 200 side kicks throughout the day	28 10 shrimp squats 1min rest 6 sets	29 24 side kicks 1min rest 5 sets	30 12 shrimp squats 1min rest 6 sets

DR
S1-4

C.5.S1.E.1b

Les relations sexuelles : Maintenant ou plus tard?

Raisons pour lesquelles certains jeunes choisissent d'attendre à plus tard pour avoir des relations sexuelles…	Raisons pour lesquelles certains jeunes choisissent d'avoir des relations sexuelles…
• Pour des croyances religieuses, culturelles • Parce qu'ils ne se sentent pas encore prêts • Par souci de ne pas avoir à cacher quelque chose à leurs parents • Pour éviter tout sentiment de culpabilité, de peur ou de déception • Pour ne pas avoir à s'inquiéter des ITS ou d'une grossesse (parce que l'abstinence est la seule méthode efficace à 100 % pour éviter les ITS/la grossesse) • Pour avoir plus de temps à consacrer à leurs amis et à d'autres activités • Pour donner plus de temps à la relation pour s'épanouir • Parce qu'ils sont soucieux de leur réputation • Parce qu'ils estiment que les relations sexuelles ne doivent avoir lieu que dans un certain contexte • Parce qu'ils estiment que d'avoir des relations sexuelles trop tôt peut nuire à une relation (avec un partenaire, les amis ou les parents) • Parce qu'ils ont décidé, après avoir fait l'amour une fois, qu'ils n'étaient pas prêts à avoir des relations sexuelles (pour toutes les raisons ci-dessus, ce n'est pas parce qu'on a dit oui une fois qu'on doit continuer à dire oui)	• Par curiosité • Par attirance sexuelle ou désir • Pour prouver leur amour à leur partenaire • Parce qu'ils ressentent la pression exercée par leur partenaire ou par d'autres • Parce qu'ils ressentent une pression sociale : ils ont l'impression que tout le monde fait l'amour et que ce n'est pas normal de ne pas le faire • Parce qu'ils veulent se sentir aimés, désirés • Parce que c'est bon • Pour qu'on les aime davantage, pour éviter la rupture • Parce qu'ils sont sous l'influence de l'alcool et/ou de drogues • Parce qu'ils ne sont pas capables de dire non, parce qu'ils « suivent la mouvance » • Parce que les deux partenaires s'aiment vraiment et veulent l'exprimer de cette façon • Des personnes qui s'interrogent sur leur orientation sexuelle peuvent avoir des relations sexuelles afin d'être « fixés » à savoir s'ils sont attirés par des personnes du sexe opposé ou du même sexe.

Les relations sexuelles : Maintenant ou plus tard? : Adaptation autorisée du matériel pédagogique produit par les Services aux citoyens, ville d'Ottawa.

Référence : Fédération pour le planning des naissances du Canada. *Au-delà de l'essentiel : Guide-ressources sur l'éducation en matière de santé sexuelle et reproductive,* Ottawa (Ont.), Fédération pour le planning des naissances du Canada, 2001, p. 285.

Les relations sexuelles: Maintenant ou plus tard?

Raisons pour lesquelles certaines jeunes chiossissent **d'attendre**	Raisons pour lesquelles certaines jeunes chiossissent **d'avoir**