

WELLNESS 10

Wellness 10 is a Secondary Level elective course featuring the integration of Health Education and Physical Education. It consists of five required units totalling 100 hours of instruction.

Unit One: Orientation.

During this 5 hour unit students learn about the course, its focus on "balance", and how they will be evaluated. They complete a Wellness Inventory that is referred to again throughout the semester or year. Physical activity is not a requirement of this unit.

Unit Two: Strands of Wellness.

This 60 hour unit features the knowledge and skills to balance Physical Activity and Fitness, Stress Management, Leisure, Healthy Eating, and Relationships for optimum wellness. The suggested physical activities are those that:

- help manage stress
- can be enjoyed as leisure activities (alone or with others)
- contribute toward health-related fitness
- can be enjoyed throughout a lifetime with friends and acquaintances of varying abilities and skill levels.

There are numerous adaptations that can be made within this unit. For example, while yoga and step aerobics are both beneficial in terms of managing stress, yoga may be a better choice in order to meet the needs of some students within a particular class. Similarly, slo-pitch or badminton may be better choices than walleyball in terms of meeting the needs of some students although all three activities can be enjoyed with friends and acquaintances of varying abilities and skill levels.

Unit Three: HIV/AIDS Education.

This 5 hour unit is about the importance of HIV testing and the testing options available in Saskatchewan. Physical activity is not required.

Unit 4: Identification, Prevention, and Management of Activity-related Injuries.

During this 15 hour unit students engage in research of activity-related injuries, present their findings, and demonstrate strategies for preventing and managing these injuries. These learning experiences can be easily adapted for students with a condition or disability that limits physical mobility.

Unit 5: Volunteering.

This is a 15 hour unit that features students volunteering within community agencies and organizations in order to enhance the wellness of others. Adaptations are not required as students choose experiences that are suitable for them and contribute to the wellness of others. One student may choose to assist the coach of a novice girls' hockey team. Another student may volunteer to lead wheelchair dance sessions or low-organizational game sessions at a nearby care facility for seniors.

Wellness 10, Physical Education 20 or 30 Requirements

From time to time, Saskatchewan Learning receives a request to exempt a student from participating in physical activity. Such requests may be supported by documentation provided by a doctor. Such documentation does not justify a student's exemption from Wellness 10. The course is designed to accommodate all students including those with disabilities. In addition, the introductory section of the curriculum guide includes a section on the Adaptive Dimension which includes suggestions for helping students with physical or mental challenges to achieve the objectives of the course. If you require consultant support to make adaptations in order to help a student achieve the objectives of Wellness 10, please feel free to call Kyla Christiansen, Health Education Consultant (787-1999) or Gerald Marchildon, Physical Education Consultant (787-0945).

Below is an excerpt taken from the document *Supporting Wellness 10 Renewal: An Information Bulletin*, 2004, page 8. A printed copy of this document was sent to school administrators in the fall of 2004 and an electronic version is available on the Saskatchewan Learning website. (<http://www.sasklearning.gov.sk.ca/docs/wellness/infobul/index.html>)

Planning to Accommodate All Students

In order to accommodate the needs of all students and support their achievement of curriculum objectives, teachers adapt their instruction, the learning environment, and curriculum materials. When addressing the Adaptive Dimension, it may be helpful for teachers and administrators to consider the guidelines provided on page 23 of the curriculum guide. ([Accommodating All Students](#))

Identifying the need and designing the adaptation may be adequately handled by the classroom teacher or may require the expertise of other support specialists such as the school's resource teacher or a student's health care professional such as a physiotherapist. Teachers need to be aware of and use the support services that are available, both within and beyond the school. Parents and/or guardians are, of course, considered to be a major resource.

The Wellness 10 bibliography includes resources that provide ideas regarding the inclusion of students with special needs. Using a variety of resource materials (e.g., items listed in the bibliography, school or community personnel), along with some creativity, enables teachers to accommodate a wide range of student abilities and needs.

Physical activity is an important part of Wellness 10. When making decisions about course selection, students, teachers, parents, and administrators sometimes wonder whether a particular student, who lives with a condition or disability that limits physical mobility, can be accommodated in Wellness 10. These types of special needs can be accommodated in units 2, 4, and 5. There is no need to plan for accommodations related to physical activity in either of units 1 or 3.

Specific examples of adapting physical activities to support student achievement of objectives are presented in the curriculum guide on pages 137-138 ([Appendix B: The Adaptive Dimension and Physical Activity](#)). In addition to these examples, and the print and video resources annotated in the bibliography, teachers can access evaluated web sites such as www.pecentral.org.

This web site provides the following information and services:

- answers to frequently asked questions about a variety of physical, intellectual, and other disabilities
- experts available for answering questions related to disabilities
- motor skill assessment instruments.

Supplementary Information

The information below appears on pages 23 ([Accommodating All Students](#)), 137 and 138 ([Appendix B: The Adaptive Dimension and Physical Activity](#)) of the Wellness 10 curriculum guide.

[Accommodating All Students](#)

Adaptive Dimension

The Adaptive Dimension, similar to the Common Essential Learnings, permeates all curriculum and instruction. It encourages teachers to adapt their instruction, the learning environment, and curriculum materials to help students achieve curriculum objectives.

When addressing the Adaptive Dimension, it may be helpful for teachers to consider the following guidelines. In order to support students in achieving curriculum objectives, teachers may find it useful to:

- build background knowledge or experience for students when it is lacking
- alter the pace of activities or lessons
- use a variety of instructional and assessment strategies
- accommodate and broaden individual student abilities and learning styles
- vary the types of learning activities so that students are provided with a variety of ways to learn
- vary the manner in which students are required to demonstrate their learning
- use a variety of resources from the community and elsewhere
- encourage as much student participation as is possible in both planning and evaluation
- provide additional practice for students, when required
- provide options for students regarding topics, activities, resources, weighting of assessment criteria, learning groups, etc.

Adaptations required by students may vary from presenting the same content through a slightly different method of instruction, to providing additional background information, to establishing an individual or small group extension activity. The duration of the adaptation may range from five minutes of individual interaction to continuous scaffolding for a group of students. Alternative activities, differentiated assignments, and varied resources provide options to increase student learning. When designing lessons, it is important to remember that the purpose of any adaptation is to support students in achieving curriculum objectives.

Identifying the need and designing the adaptation may be adequately handled by the classroom teacher or may require the expertise of other support specialists such as the school's resource teacher or a student's health care professional such as a physiotherapist. It is critical that the teacher is aware of and uses those support services that are available, both within and beyond the school. Parents and/or guardians are, of course, considered to be a major resource.

Accommodating All Students

Wellness 10 is an elective course that features the integration of health education and physical education. Strengthened by the Adaptive Dimension, it is designed to accommodate the needs of all students.

Physical activity is an important part of Wellness 10. When making decisions about course selection, students, teachers, parents, and administrators sometimes wonder whether a particular student, who lives with a condition or disability that limits physical mobility, can be accommodated in Wellness 10. The adjacent chart outlines the course content and the types of physical activities that are suggested.

The most frequent application of the Adaptive Dimension occurs as Wellness 10 teachers make purposeful adjustments in classroom, gymnasium, and community or outdoor settings in order to help students achieve

curriculum objectives. See [here](#) for specific examples of adapting physical activities to support student achievement of objectives.

Teacher Resources

Wellness 10: A Bibliography (2003) includes resources that provide ideas regarding the inclusion of students with special needs. Using a variety of resource materials (e.g., items listed in the bibliography, school or community personnel), along with some creativity, enables teachers to accommodate the wide range of abilities commonly encountered within a classroom.

In addition to the print and video resources annotated in the bibliography, teachers can access evaluated web sites. One example is www.pecentral.org This web site provides the following information and services:

- answers to frequently asked questions about a variety of physical, intellectual, and other disabilities
- experts available for answering questions related to disabilities
- motor skill assessment instruments.

At www.pecentral.org, click on “Adapted Physical Education” and “Top Adapted Websites” for information about definitions, descriptions, and teaching strategies to use in order to include students with a variety of disabilities.

[Appendix B: The Adaptive Dimension and Physical Activity](#)

Appendix B: The Adaptive Dimension and Physical Activity

The examples that follow describe ways to adapt physical activities so that they are more appropriate for persons with disabilities (or anyone for that matter). The intent is to change or adjust physical activities to make them as appropriate for the person with a disability as they are for a person without a disability. Appropriate adaptations result in a Wellness 10 class participating in physical activities that allow success for all of the students in that class. That is, all of the students are supported in achieving curriculum objectives. Some of the adaptations will make the task easier for the student while other adaptations will make the task more challenging. It is helpful to consider potential adaptations regarding equipment, playing field, time, rules, basic movement patterns (such as sending), and various activities. Some suggestions follow.

Equipment Adaptations

- Vary the size, weight, and/or length of implements used for sending and receiving (e.g., use a lighter bat, racquet, stick, or paddle; use a scoop or velcro paddle/mitt to catch).
- Vary the size, weight, colour, texture, and/or shape of the objects that are sent (e.g., larger, smaller, softer, or lighter balls).
- Vary the size, height, distance of goals, and targets (e.g., lower the height of the badminton net, increase the size of goals and targets).

Playing Field Adaptations

- Increase or decrease the distance to be covered.

Time Adaptations

- Increase or decrease the tempo or pace of the activity.
- Provide more frequent and longer rest periods, or conversely, provide fewer or shorter rest periods.
- Lengthen or shorten the duration of the activity.

Adapting the Rules

- Disregard time limits.
- Eliminate outs/strike outs.
- Allow the ball to remain stationary.
- Allow the batter to sit in a chair.

Adaptations for Sending Activities: Throwing

The adaptation examples described below pertain to activities that involve the skill of throwing within the basic movement pattern of sending.

Wheelchair (Spinal Cord Impairment)

- Start with a lightweight object that is easy to hold (e.g., a beanbag, nerf ball, a ball made of tin foil). Place a basket of these balls beside the student. A student can throw them into a net or big box and retrieve all these implements without the need for another student's assistance.
- Use a ball with a rope or string attached. Tie it to the chair or to the student's wrist. This allows the student to practise appropriate arm actions freely, without the need to involve another student as a retriever.
- Retrieve the implements with a long scoop. A bleach bottle attached to a broom handle works well.

Visual Impairment

- Purchase balls with sound devices inside. When thrown against a wall, they make noise.
- Use a felt wall with bells attached as a target. The student knows the target has been hit when a sound occurs.
- Use a tape recorder containing instructions regarding skill development and skill breakdown. The student who can operate this alone becomes independent of the teacher or other students.

Developmental Delays (Cognitive Impairment or Intellectual Disability)

- Keep directions simple and short.
- Avoid boredom by using different sizes, colours, and textures of balls.
- Use immediate feedback to encourage the student to hit the target (e.g., sounds, throwing into a box or through a hoop).
- Hang something from the ceiling (e.g., a balloon) or basketball hoop for the student to aim at.
- Avoid frustration by making the target reasonably easy to hit.

Hearing Impairment

- Use the student as a model to demonstrate the task. This will encourage learning for the hearing impaired student. Others will benefit from watching.

Adaptations for Sending Activities: Striking Using an Implement

Wheelchair

- Tie a string to a whiffle ball and suspend the ball from a basketball hoop.
- Use a t-ball stand.
- Use larger sized paddles and racquets.

- If the student's grip is a problem, attach the racquet or paddles to her hand with a tensor bandage or velcro glove (attached with straps).

Visual Impairment

- Use numerous cues to encourage correct aiming (e.g., twelve o'clock, six o'clock, swing at waist height).

Activity-specific Adaptations

Adaptations follow for a sampling of indoor, outdoor, individual, and team activities.

Bowling

- Reduce the number of steps.
- Use two hands instead of one.
- Remain in a stationary position.
- Use a ramp.
- Give continuous verbal cues.
- Use a partner.

Golf

- Use a club with a larger head.
- Use a shorter/lighter club.
- Use coloured and/or larger balls.
- Practise without a ball.
- Use a tee for all shots.
- Shorten the distance to the hole.

Soccer

- Allow students to walk instead of run.
- Reduce the size of the playing area.
- Play six-a-side soccer.
- If a student uses a wheelchair, allow him or her to hold the ball on his or her lap while travelling.
- Use a deflated ball, nerf ball, beeper ball, or brightly coloured ball.
- Use a target that makes noise when hit.

Softball

- Use Velcro balls and mitts, larger or smaller bats, a batting tee, or beeper balls.
- Reduce the distances between bases.
- Shorten the pitching distance.
- Allow persons in wheelchairs to strike the ball from a tee.
- Provide a peer to assist.
- Have players without disabilities play regular depth defense.
- Students without disabilities count to ten before tagging out a person with a disability.

Tennis

- Use larger, lighter, or brightly coloured balls.
- Use shorter, lighter, or larger head racquets.
- Lower the net or do not use a net.

- Hit the ball off a tee.
- Allow a drop serve.
- Stand closer to the net when serving.
- Use a peer for assistance.

For more information, you may visit <http://www.pecentral.org>. Click on "Adapted Physical Education". Then click on "Top Adapted Websites" for information about, and links to, several other adapted physical activity web sites.