



Health & fitness development and knowledge is an ongoing process.

Coaching and leadership are influenced and enhanced by school, community and social mediums.

A positive view and appreciation for fitness and activities of daily living will enable and empower students to be better adults and leaders.

Emergency first aid and injury prevention and assessment skills can serve and enrich the greater community, sport and general fitness domains.

Certifications, community involvement, and facility use contributes to the sense of community and social etiquette and moral development.



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- Students are expected to develop a code of ethics and instructional delivery style.
- Students are expected to evaluate, observe and analyze fitness practitioners in society and use social media to understand training protocols and safety standards.
- Students are expected to create physical literacy, biomechanics, perform safety, and demonstrate range of motion and lever arms.
- Students are expected to Appreciate and understand variable responder rates and the human body systems.
- Students are expected to complete first aid, CPR-AED, first responder certifications and SCAT5 baseline concussion evaluation.
- Students are expected to complete introductory strength and conditioning certificates.
- Students are expected to demonstrate employment of the mechanical movement patterns.
- Students are expected to recognize and appreciate first people s perspectives and methods of leadership.
- Students are expected to perform the adolescent development stages.
- Students are expected to teach aerobic and anaerobic strength and conditioning protocols.
- Students are expected to demonstrate coping strategies for mental health and multidimensional wellness model.

6.1.2

- Students are expected to know intensity rating skills to overcome barriers and overtraining syndrome.
- Students are expected to know how to the heart rate monitoring values and evaluations.
- Students are expected to know the components of performance and general health and fitness.
- Students are expected to know the multi dimensional model of health and wellness.
- Students are expected to know the screening and questionnaire protocols for initial evaluation and clearance for physical activity/baseline SCAT5 concussion clearance.
- Students are expected to know the FITT acronym and development for all fitness components.
- Students are expected to know the physiological, skeletal, musculoskeletal systems of the body.
- Students are expected to know the physical fitness, well being (physical and mental) model.
- Students are expected to know the principals of program design, exercise selection and order.
- Students are expected to know their own training philosophy.
- Students are expected to know the

- Students are expected to demonstrate the ability to make positive informed choices in the student s life and in regards to leading others in the community.
- Students are expected to communicate with others and demonstrate safe and ethical age appropriate fitness performance and healthy living skills.
- Students are expected to demonstrate specific training procedures, adherence techniques and preventive injury methodologies.
- Students are expected to practice rehabilitation and pre-habilitation movement protocols.

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- Students are expected to use leadership practises and techniques to instruct a variety of participants.
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- Social, community, individual perception of compliancy, healthy active lifestyle, interaction with others in fitness environment, social affinity.



- Heart rate monitoring, blood pressure monitoring, RPE, delayed onset muscle soreness, DNA, mRNA biosynthesis, genetic involvement and hormonal regulation.
- Markers:
- Potential injury, identify maladaptive or abhorrent behavior, error detection and movement correction.
- Scientific trends, contemporary issues in health and fitness via social media.
- Physical Component:
- Proprioception, balance, kinesthetic awareness, energy system utilization, components of the training session, dynamic lifts, plyometrics, over training syndrome, cardiovascular and overload progressive resistance training.
- Markers to:
- Periodization model with cycles of meso, micro and macro planning phases.
- Contra indicated movements, training age and biological status, onset of injury markers and symptoms.



- Behavior and acute and chronic sensations of pain, musculotendinous stiffness, common illness and respiratory tract conditions and implications for training.
- Musculoskeletal anatomy and physiology:
- Skeletal and muscle identification, tendons, ligaments and muscles tendon unit function.
- Contra indications, plane of movement of articulating joints, stretch shortening cycle, CNS nervous activation.
- Positive Adaptability/Concepts:
- Laws of progression, overload, diminishing returns, threshold, specificity, reversibility to adapt to the individual and provide appropriate challenges to the student s success and achievements.
- Instruction and Demonstration Concepts:
- Leadership and demonstration styles using multi-faceted approach to coaching for the ultimate communication and conveying of knowledge and reception.
- To deliver the specific technical, tactical and knowledge base skills.



- 1) Journal writing
- 2) Log book entry
- 3) Direct instruction
- 4) Demonstration
- 5) Multi-media and video
- 6) Modelling
- 7) Simulations/scenarios
- 8) Student in role
- 9) Peer teaching
- 10) Experimental learning



- 1) Journaling
- 2) Peer assessment
- 3) Self-assessment
- 4) Performance assessment
- 5) Oral presentation
- 6) Video presentation
- 7) Quizzes
- 8) Projects



- 1) NCCP coaching certification program
- 2) Sportmed BC
- 3) Acceleration Fitness and Performance Training
- 4) Pacific Sport Interior
- 5) Thompson Rivers University (TRU)
- 6) Acceleration Youth Development model
- 7) NSCA National Strength and Conditioning
- 8) VCSM American College of Sport Medicine
- 9) BCRPA British Columbia Parks and Recreation
- 10) ACE American Council of Exercise
- 11) Thompson Rivers University guest lecturers



Human Performance 12 as implemented from the BCAA delineation and its course description, content and curricular competencies has championed unparalleled success in the past 15 years and will serve an even greater purpose with the addition of the new curricular objectives and educational platforms. From the baseline knowledge and assessment from the start and end of the semester testing protocols these students have become advocates for personal fitness, health and well-being that have extended into the community and their family units.

This course has been designed to encourage and teach the methodologies required in order to practice an active and informed lifestyle across the lifespan. All inclusive, all-