

# Indigenous Knowledge and Perspectives: Physical and Health Education K–12

## Context

In B.C.'s redesigned curriculum, Indigenous knowledge and perspectives are integrated throughout all areas of learning and are evident in the curriculum's rationale statements, goals, big ideas, mandated learning standards, and elaborations. The First Peoples Principles of Learning offer a crucial lens for curriculum, placing a significant importance on the authentic integration of Indigenous knowledge and perspectives in relevant and meaningful ways.

The intent behind this integration is to promote a growing understanding of Indigenous peoples in B.C. that will contribute to the development of educated citizens who reflect on and support reconciliation. This approach to Indigenous education encourages enlightened discussion among teachers and students in all areas of learning and grade levels, and this approach values and prioritizes Indigenous knowledge and perspectives that can only be found in B.C.

## Purpose

The *Indigenous Knowledge and Perspectives in the K-12 Physical and Health Education Curriculum* resource is intended to support teachers in authentically integrating Indigenous knowledge and perspectives into their classrooms. This resource provides a detailed overview of the explicit and implicit references to Indigenous knowledge and perspectives in the Big Ideas, Curricular Competencies, and Content throughout the K-12 Physical and Health Education curriculum.

## Explicit References

Explicit references include the Big Ideas, Curricular Competencies, and Content that directly refer to Indigenous knowledge and perspectives. For example, the Outdoor Education 11 curriculum includes the following explicit reference:

Outdoor Education 11, Content, **First Peoples traditional practices and ecological knowledge related to activities in the local environment**

## Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Grade 2 Physical and Health Education curriculum includes the following implicit reference:

Grade 2, Content, **factors that influence self-identity**

*could include:*

- ⇒ *self-esteem*
- ⇒ *self-efficacy*
- ⇒ *cultural heritage*
- ⇒ *body image*

The implicit references included in this resource represent just one perspective and should not be considered the only interpretation. Identifying implicit references depends on personal and cultural background, prior knowledge and experience, subject-matter expertise, points of view, and connections to place\*. As such, the implicit references in this resource serve only as a guide and should not be viewed as a conclusive list.

Note on Elaborations: Explicit references to Indigenous knowledge and perspectives that are found within the Elaborations of Big Ideas, Curricular Competencies, or Content are considered *implicit* unless they are accompanied by an explicit reference in the Big Ideas, Curricular Competencies, or Content.

The key below shows how the information in the chart is structured:

| Bolded print | Mandated Learning Standard        |
|--------------|-----------------------------------|
| •            | Sub-points of a Learning Standard |
| ⇒            | Elaborations                      |
| ○            | Key questions or samples          |

**\*Place** refers to any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

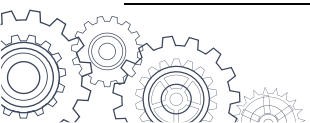


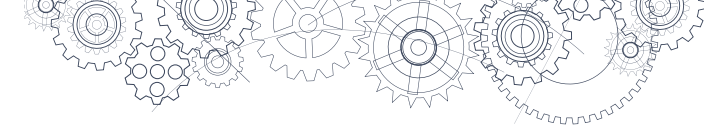
## Indigenous Knowledge and Perspectives: Physical and Health Education K–12

### PHYSICAL AND HEALTH EDUCATION

### Kindergarten

|                         | Explicit | Implicit  |
|-------------------------|----------|---|
| Big Ideas               |          | <b>Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.</b><br><b>Good health comprises physical, mental, and emotional well-being.</b>  |
| Curricular Competencies |          | <b>Identify caring behaviours among classmates and within families</b><br><b>Identify and describe practices that promote mental well-being</b>   |
| Content                 |          | <b>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</b><br>⇒ <i>traditional Aboriginal games</i><br><b>caring behaviours in groups and families</b><br><i>could include:</i><br>⇒ <i>nurturing</i><br>⇒ <i>providing guidance</i><br>⇒ <i>loving</i><br>⇒ <i>respecting</i> |





## PHYSICAL AND HEALTH EDUCATION

## Grade 1

|                         | Explicit | Implicit  |
|-------------------------|----------|---|
| Big Ideas               |          | <b>Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.</b><br><b>Good health comprises physical, mental, and emotional well-being.</b>  |
| Curricular Competencies |          | <b>Identify caring behaviours among classmates and within families</b><br><b>Identify and describe practices that promote mental well-being</b>   |
| Content                 |          | <b>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</b><br>⇒ <i>traditional Aboriginal games</i><br><b>caring behaviours in groups and families</b><br><i>could include:</i><br>⇒ <i>nurturing</i><br>⇒ <i>providing guidance</i><br>⇒ <i>loving</i><br>⇒ <i>respecting</i> |

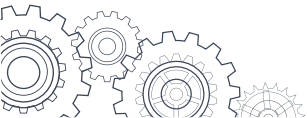




## PHYSICAL AND HEALTH EDUCATION

## Grade 2

|                         | Explicit | Implicit  |
|-------------------------|----------|---|
| Big Ideas               |          | <b>Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.</b><br><b>Our physical, emotional, and mental health are interconnected.</b>  |
| Curricular Competencies |          | <b>Explain how participation in outdoor activities supports connections with the community and environment</b><br><b>Identify and apply strategies that promote mental well-being</b><br><b>Identify personal skills, interests, and preferences and describe how they influence self-identity</b>  |
| Content                 |          | <b>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</b><br>⇒ <i>traditional Aboriginal games</i><br><b>factors that influence self-identity</b><br><i>could include:</i><br>⇒ <i>self-esteem</i><br>⇒ <i>self-efficacy</i><br>⇒ <i>cultural heritage</i><br>⇒ <i>body image</i> |





## PHYSICAL AND HEALTH EDUCATION

Grade 3

|                         | Explicit | Implicit  |
|-------------------------|----------|---|
| Big Ideas               |          | <b>Our physical, emotional, and mental health are interconnected.</b>   |
| Curricular Competencies |          | <b>Explain how participation in outdoor activities supports connections with the community and environment</b><br><b>Identify and apply strategies that promote mental well-being</b><br><b>Describe factors that influence mental well-being and self-identity</b>   |
| Content                 |          | <b>different types of physical activities, including individual and dual activities, rhythmic activities, and games</b><br>⇒ <i>traditional Aboriginal games</i><br><b>factors that influence self-identity</b><br><i>could include:</i><br>⇒ <i>self-esteem</i><br>⇒ <i>self-efficacy</i><br>⇒ <i>cultural heritage</i><br>⇒ <i>body image</i> |

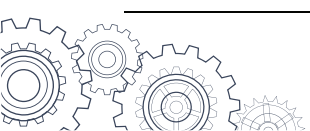


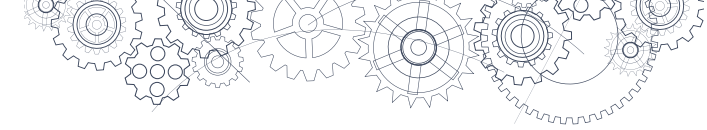


## PHYSICAL AND HEALTH EDUCATION

## Grade 4

|                         | Explicit | Implicit  |
|-------------------------|----------|---|
| Big Ideas               |          | <b>Personal choices and social and environmental factors influence our health and well-being.</b><br><b>Developing healthy relationships helps us feel connected, supported, and valued.</b>  |
| Curricular Competencies |          | <b>Describe and assess strategies for promoting mental well-being</b><br><b>Describe factors that positively influence mental well-being and self-identity</b>  |
| Content                 |          | <b>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</b><br>⇒ <i>traditional Aboriginal games</i><br><b>factors that influence self-identity, including body image and social media</b><br>⇒ <i>how we see and feel about our bodies; can be influenced by the words and actions of others</i><br>⇒ <i>students might receive and/or send comments to others around various topics, including:</i> <ul style="list-style-type: none"><li>– <i>how they look</i></li><li>– <i>what they're wearing</i></li><li>– <i>what they believe in</i></li><li>– <i>what their cultural background might be</i></li></ul> |

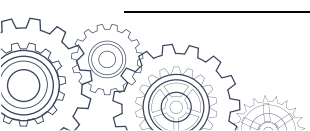




## PHYSICAL AND HEALTH EDUCATION

Grade 5

|                         | Explicit | Implicit   |
|-------------------------|----------|--|
| Big Ideas               |          | <b>Personal choices and social and environmental factors influence our health and well-being.</b><br><b>Developing healthy relationships helps us feel connected, supported, and valued.</b>           |
| Curricular Competencies |          | <b>Describe and apply strategies for promoting mental well-being, for self and others</b><br><b>Explore and describe how personal identities adapt and change in different settings and situations</b> |
| Content                 |          | <b>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</b><br>⇒ <i>traditional Aboriginal games</i>                 |

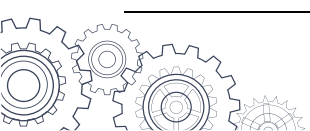




## PHYSICAL AND HEALTH EDUCATION

Grade 6

|                         | Explicit | Implicit  |
|-------------------------|----------|---|
| Big Ideas               |          | <b>We experience many changes in our lives that influence how we see ourselves and others.</b><br><b>Learning about similarities and differences in individuals and groups influences community health.</b> |
| Curricular Competencies |          | <b>Describe and assess strategies for promoting mental well-being, for self and others</b><br><b>Explore and describe how personal identities adapt and change in different settings and situations</b>     |
| Content                 |          | <b>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</b><br>⇒ <i>traditional Aboriginal games</i>                      |







## PHYSICAL AND HEALTH EDUCATION

Grade 7

|                         | Explicit | Implicit  |
|-------------------------|----------|---|
| Big Ideas               |          | <b>We experience many changes in our lives that influence how we see ourselves and others.</b><br><b>Learning about similarities and differences in individuals and groups influences community health.</b> |
| Curricular Competencies |          | <b>Describe and assess strategies for promoting mental well-being, for self and others</b><br><b>Explore the impact of transition and change on identities</b>  |
| Content                 |          | <b>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</b><br>⇒ <i>traditional Aboriginal games</i>                      |

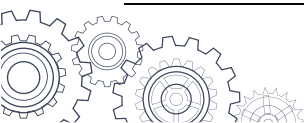




## PHYSICAL AND HEALTH EDUCATION

Grade 8

|                         | Explicit | Implicit   |
|-------------------------|----------|--|
| Big Ideas               |          | <b>Advocating for the health and well-being of others connects us to our community.</b>  |
| Curricular Competencies |          | <b>Describe and assess strategies for promoting mental well-being, for self and others</b><br><b>Explore and describe the impact of transition and change on identities</b>            |
| Content                 |          | <b>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</b><br>⇒ <i>traditional Aboriginal games</i> |

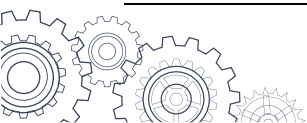




## PHYSICAL AND HEALTH EDUCATION

Grade 9

|                         | Explicit | Implicit  |
|-------------------------|----------|---|
| Big Ideas               |          | <b>Advocating for the health and well-being of others connects us to our community.</b>   |
| Curricular Competencies |          | <b>Analyze strategies for promoting mental well-being, for self and others</b><br><b>Explore and describe factors that shape personal identities, including social and cultural factors</b> |
| Content                 |          | <b>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</b><br>⇒ <i>traditional Aboriginal games</i>      |

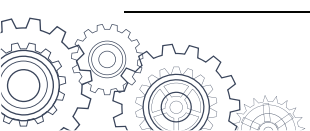


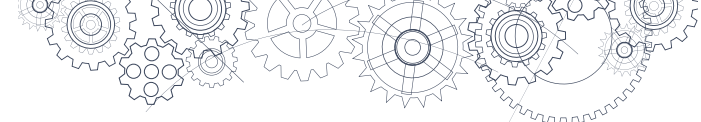


## PHYSICAL AND HEALTH EDUCATION

Grade 10

|                         | Explicit | Implicit   |
|-------------------------|----------|--|
| Big Ideas               |          |  |
| Curricular Competencies |          | <b>Evaluate and explain strategies for promoting mental well-being</b><br><b>Explore and describe factors that shape personal identities, including social and cultural factors</b><br>⇒ <i>What are some social and cultural factors that influence your personal identity?</i> |
| Content                 |          | <b>individual and dual activities, rhythmic activities, and games</b><br>⇒ <i>traditional Aboriginal games</i>   |

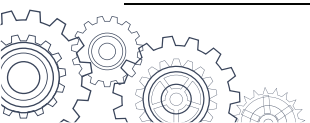


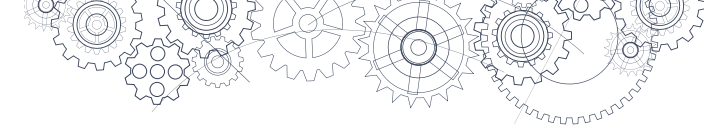


## PHYSICAL AND HEALTH EDUCATION

## Active Living 11

|                         | Explicit | Implicit |
|-------------------------|----------|----------|
| Big Ideas               |          |          |
| Curricular Competencies |          |          |
| Content                 |          |          |

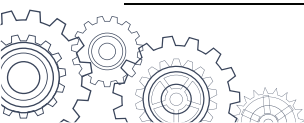




## PHYSICAL AND HEALTH EDUCATION

## Fitness and Conditioning 11

|                         | Explicit | Implicit |
|-------------------------|----------|----------|
| Big Ideas               |          |          |
| Curricular Competencies |          |          |
| Content                 |          |          |

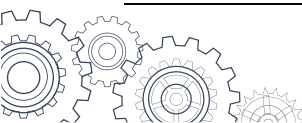


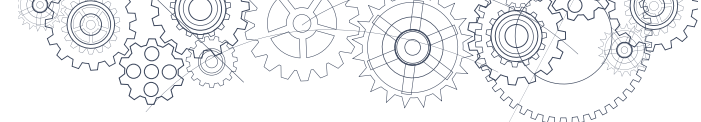


## PHYSICAL AND HEALTH EDUCATION

## Outdoor Education 11

|                         | Explicit   | Implicit   |
|-------------------------|--|--|
| Big Ideas               |  | <b>Spending time outdoors allows us to develop an understanding of the natural environment and ourselves.</b>  |
| Curricular Competencies |  | <b>Plan and implement ways to reduce potential impacts of outdoor activities on the local environment</b><br><b>Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations</b><br>⇒ <i>recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship</i> |
| Content                 | <b>First Peoples traditional practices and ecological knowledge related to activities in the local environment</b> | <b>the role of environmental awareness and stewardship in outdoor recreation and conservation</b>  |

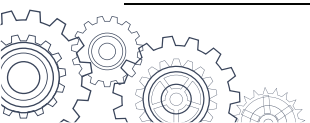




## PHYSICAL AND HEALTH EDUCATION

## Active Living 12

|                         | Explicit | Implicit |
|-------------------------|----------|----------|
| Big Ideas               |          |          |
| Curricular Competencies |          |          |
| Content                 |          |          |



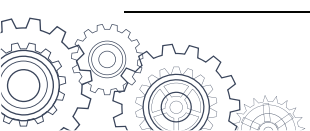




## PHYSICAL AND HEALTH EDUCATION

## Fitness and Conditioning 12

|                         | Explicit | Implicit |
|-------------------------|----------|----------|
| Big Ideas               |          |          |
| Curricular Competencies |          |          |
| Content                 |          |          |





## PHYSICAL AND HEALTH EDUCATION

## Outdoor Education 12

|                         | Explicit   | Implicit   |
|-------------------------|--|--|
| Big Ideas               |  | <b>Spending time outdoors allows us to develop an understanding of the natural environment and ourselves.</b>  |
| Curricular Competencies |  | <b>Plan and implement ways to reduce potential impacts of outdoor activities on the local environment</b><br><b>Demonstrate and explain awareness of cultural and place-based sensitivities regarding the use of outdoor locations</b><br>⇒ <i>recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship</i> |
| Content                 | <b>First Peoples traditional practices and ecological knowledge related to activities in the local environment</b> | <b>the role of environmental awareness and stewardship in outdoor recreation and conservation</b><br><b>environmental stewardship for outdoor activities</b><br><b>responsible use of the outdoor environment</b>  |

