

## BIG IDEAS

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our **goals**.

Trying a variety of **physical activities** can increase the likelihood that we will be active throughout our lives.

Healthy **choices** influence, and are influenced by, our physical, emotional, and mental well-being.

Personal **fitness** can be maintained and improved through regular participation in physical activities.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> <li>Refine and apply movement skills in a variety of physical activities and environments</li> <li>Apply and refine movement concepts and <b>strategies</b> in different physical activities</li> <li>Apply methods of monitoring and adjusting exertion levels in physical activity</li> <li>Demonstrate safety, fair play, and leadership in physical activities</li> <li>Identify and participate in preferred <b>types of physical activity</b></li> <li>Identify and explain <b>motivational factors</b> influencing participation in physical activities</li> </ul> <p>Healthy and active living</p> <ul style="list-style-type: none"> <li>Participate in physical activities designed to enhance and maintain <b>health components of fitness</b></li> <li>Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities</li> <li>Plan ways to overcome potential <b>barriers</b> to participation in physical activities</li> <li>Analyze and explain how <b>health messages</b> might influence health and well-being</li> <li>Identify and apply strategies to pursue personal healthy-living goals</li> <li>Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies</li> <li>Analyze how <b>health-related decisions</b> support the achievement of personal healthy-living goals</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>proper technique for movement skills</li> <li><b>movement concepts and strategies</b></li> <li>ways to <b>monitor and adjust physical exertion levels</b></li> <li>health benefits of physical activities</li> <li><b>individual and dual activities, rhythmic activities, games, and outdoor activities</b></li> <li>training principles, including the <b>FITT principle, SAID principle, and specificity</b></li> <li><b>healthy sexual decision making</b></li> <li>potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology</li> <li><b>sources of health information</b></li> <li>basic principles for <b>responding to emergencies, including Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) learning</b></li> <li><b>strategies to protect themselves and others</b> from potential abuse, exploitation, and harm in a variety of settings</li> <li>consequences of bullying, stereotyping, and discrimination</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> <li>Propose strategies for <b>avoiding and responding</b> to potentially unsafe, abusive, or exploitative situations</li> <li>Analyze strategies for <b>responding</b> to discrimination, stereotyping, and bullying</li> <li>Develop <b>skills</b> for maintaining healthy relationships and responding to interpersonal conflict</li> <li>Analyze the potential effects of <b>social influences</b> on health</li> </ul> <p>Mental well-being</p> <ul style="list-style-type: none"> <li>Evaluate and explain strategies for <b>promoting mental well-being</b></li> <li>Explore <b>factors</b> contributing to substance use</li> <li>Create and evaluate strategies for managing physical, emotional, and social <b>changes</b> during puberty and adolescence</li> <li>Explore and describe factors that shape <b>personal identities</b>, including social and cultural factors</li> <li>Describe the relationships between physical activities, mental well-being, and overall health</li> </ul>	<ul style="list-style-type: none"> <li>physical, emotional, and social aspects of <b>psychoactive substance</b> use and potential behaviours</li> <li><b>signs and symptoms</b> of stress, anxiety, and depression</li> <li>influences of <b>physical, emotional, and social</b> changes on identities and relationships</li> <li>strategies for goal-setting and self-motivation</li> </ul> <p>Note: Some of the learning standards in the PHE curriculum address topics that some students and their parents or guardians may feel more comfortable addressing at home. Detailed information about opting for alternative delivery can be found on the <a href="#">Ministry policy website</a>.</p>

Big Ideas – Elaborations

- **goals:**

*Sample questions to support inquiry-based learning:*

- How does my sense of self affect my ability to reach my goals?

- **physical activities:**

*Sample questions to support inquiry-based learning:*

- What role does participating in physical activities play in lifelong health and well-being?
- How does participating in a variety of physical activities increase the likelihood that I will continue to have an active lifestyle?

- **choices:**

*Sample questions to support inquiry-based learning:*

- What influences affect my physical, emotional, and mental well-being?
- How is my overall well-being influenced by my choices?

- **fitness:**

*Sample questions to support inquiry-based learning:*

- How might participating in physical activities maintain and improve my fitness level?
- How will learning about the various benefits of different physical activities help me to develop my personal fitness?

Curricular Competencies – Elaborations

- **strategies:** What strategies can you use to gain some type of advantage in a game situation?
- **types of physical activity:** could include:
  - indoor or outdoor activities
  - individual activities or activities with others
  - competitive or non-competitive activities
- **motivational factors:** could include:
  - choice
  - social connections
  - competency
  - How does self-motivation influence my desire to participate in physical activity?
- **health components of fitness:** Which health components of fitness are influenced by the different types of physical activities that you participate in?
- **barriers:** What are some possible barriers to my participating in fitness and conditioning activities throughout the year? (Could include interests, perceived skill level, accessibility, choice, social connections.)
- **health messages:**
  - How might health messages attempt to influence people’s behaviours?
  - How did the strategies you used to pursue your healthy-living goals influence the results?
- **health-related decisions:** could include decisions related to healthy eating, substance use, and sexual health
- **avoiding and responding:**
  - How can you avoid an unsafe or potentially exploitive situation on the Internet, at school, and in the community?
  - Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
    - developing strategies for establishing boundaries in unsafe, abusive, or exploitive situations:
      - saying how you feel
      - asking for what you need
      - disagreeing respectfully
      - saying no without guilt
      - speaking up for yourself and others when safe to do so
      - removing yourself from an unsafe or uncomfortable situation
    - using a strong voice to set boundaries by:
      - saying “no,” “stop,” “I don’t like this”
      - calling out for help and getting away if possible
      - telling a trusted adult about an unsettling or dangerous situation until you get help
      - not giving our personal information (e.g., to strangers, on the Internet)
    - recognizing behaviours used by abusers or groomers (e.g., giving gifts, isolating a victim from their family, using guilt or blackmail to control)
    - cultivating an awareness of power imbalances and how they can impact issues of consent and boundaries
    - developing an awareness of sexual harassment and intimate partner violence, including physical, sexual and emotional abuse
    - acknowledging that survivors of abuse are not to blame and deserve respect and that all people have the right to have their boundaries

Curricular Competencies – Elaborations

- respected
  - recognize that survivors experience the results of abuse differently and it can show up differently from person to person
  - raising awareness on exploitative situations pertaining to consent and gender-based violence (e.g., human trafficking, coercion, deceit) and advocating for the safety of themselves and others
- **responding:**
  - What can you do if you are being bullied or see someone else being bullied?
  - Analyze strategies for responding to discrimination, stereotyping, and bullying
    - cultivating an awareness of bullying, discrimination, and violence based on gender identity/ expressions, sexuality, race, religion, ethnicity, etc.
    - assessing the situation, avoiding, being assertive, reporting, seeking help
    - advocating for others.
- **skills:** could include:
  - communication skills
  - negotiation strategies
  - conflict resolution techniques
  - Develop skills for maintaining healthy relationships and responding to interpersonal conflict
    - contributing to a culture of consent:
      - understanding personal boundaries and respecting the boundaries of others (e.g., body boundaries, emotional boundaries)
      - ensuring affirmative consent (yes means yes) and obtaining permission before doing things
      - saying “no” and “stop” in respectful and assertive ways
      - understanding that healthy relationships include respecting boundaries, the ability to say no, hear/ accept no, respecting body language, etc.
      - developing assertive strategies (e.g., saying no, stating how you feel)
      - using and modeling a ‘yes means yes’ consent narrative
    - other strategies for maintaining healthy relationships could include:
      - open communication
      - listening
      - trust
      - maintaining mutual respect
- **social influences:** could include:
  - social media
  - use of technology (e.g., gaming)
  - peer pressure
  - How can I manage my use of technology?
- **promoting mental well-being:** How can I overcome challenges to my mental well-being?
- **changes:**
  - How do the various changes you may be experiencing during adolescence influence your relationships with others?
  - Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence

Curricular Competencies – Elaborations

- developing strategies for managing growth and changing bodies during puberty
  - identifying how thoughts and feelings might evolve or change during puberty (e.g., romantic feelings replacing friendship and changing dynamics and boundaries within relationships)
  - considering how students interact with others and how their relationships might evolve or change during puberty
  - demonstrating a commitment to actively obtain consent prior to any touching or intimate activities
- **factors:** What are some factors leading to the use of substances?
  - **personal identities:** What are some social and cultural factors that influence your personal identity?

Content – Elaborations

**movement concepts: include:**

- body awareness (e.g., parts of the body, weight transfer)
  - spatial awareness (e.g., general spacing, directions, pathways)
  - effort awareness (e.g., speed, force)
  - relationships with others and objects
- **strategies:** plans and/or ideas that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass)
  - **monitor and adjust physical exertion levels:** could include:
    - using heart rate monitors
    - checking pulse
    - checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level)
  - **individual and dual activities:** activities that can be done individually and/or with others; could include:
    - jumping rope
    - swimming
    - running
    - bicycling
    - Hula Hoop
  - **rhythmic activities:** activities designed to move our bodies in rhythm; could include:
    - dancing
    - gymnastics
  - **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
    - tag
    - parachute activities

Content – Elaborations

- co-operative challenges
- Simon Says
- team games
- traditional Aboriginal games
- **FITT principle:** a guideline to help develop and organize personal fitness goals based on:
  - Frequency – how many days per week
  - Intensity – how hard one exercises in the activity (e.g., percentage of maximum heart rate)
  - Type – the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance)
  - Time – how long the exercise session lasts
- **SAID principle:** Specific Adaptation to Imposed Demand: the body will react and respond to the type of demand placed on it (e.g., a student's flexibility will eventually improve if he or she participates in regular stretching activities)
- **specificity:** The types of exercises chosen will determine the kinds of fitness improvements (e.g., a student who wants to improve his or her flexibility levels would perform stretching exercises).
- **healthy sexual decision making:**
  - using consent (including sexual consent)
  - knowing and respecting personal and family values, knowing boundaries and being able to communicate them
  - being aware of what to do in risky situations
- **sources of health information:** could include:
  - medical professionals
  - websites
  - magazine and TV advertisements
  - retail stores (e.g., vitamin/supplement stores)
- **responding to emergencies:** basic principles include:
  - following safety guidelines
  - having an emergency response plan
  - knowing how to get help
  - how to respond to a suspected overdose (e.g., perform CPR, use an AED, administer naloxone)
- **Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) learning:**
  - what is Cardiopulmonary Resuscitation (CPR) and what is an Automated External Defibrillator (AED)
  - what is a cardiac arrest and what can cause one (e.g., heart attacks, drowning, electrocution, airway obstruction, overdose)
  - the 'Chain of Survival' and roles within this process (e.g., what is a student's role in this process?)
  - what is the bystander effect
  - understanding the '4 Rs' of CPR:

Content – Elaborations

- Risk: factors in one’s life that can increase risk for heart disease (e.g., smoking, diet, lack of exercise, stress)
- Recognize: what to look for in a developing medical emergency (e.g., signs of heart attack, cardiac arrest, stroke)
- React: what to do in a medical emergency (e.g., identify hazards, call for help, call 911, direct someone to get an AED, be visible for paramedics)
- Resuscitate: how to perform CPR and how to use an AED
- understand the importance of an AED and know their placement and location in public places (e.g., where to find an AED in your school, community centre, sport centre)
- demonstrate the skills needed to perform CPR and operate an AED through the use of instructional strategies such as emergency care scenarios, role-play, and mock emergencies
- how to help someone who is choking through the use of the obstructed airway maneuver (also known as the Heimlich maneuver)
- **strategies to protect themselves and others:** could include:
  - strategies include:
    - knowing their right not to be abused
    - the importance of giving and receiving consent
    - being assertive
    - avoiding and reporting potentially unsafe situations (e.g., identifying gender-based violence)
    - using the Internet safely by identifying tricks and lures used by predators (online and offline)
    - cultivating an awareness of intimate partner violence and potential risk factors (e.g., imbalances in the relations such as age, economic status, and being under the influence of alcohol or drugs)
    - not stopping and talking to/ helping someone if they do not want to or feel it may be unsafe
    - developing an awareness of abusive and harmful behaviours, including those comprised in sexual harassment, abuse, and dating violence
- **psychoactive substance:** could include:
  - alcohol
  - tobacco
  - illicit drugs
  - solvents
- **signs and symptoms:** could include:
  - problems sleeping
  - restlessness
  - loss of appetite and energy
  - wanting to be away from friends and/or family
- **physical:** how students’ bodies are growing and changing during puberty and adolescence (e.g., identifying changes to body and self-concept)
- **emotional:** how students’ thoughts and feelings might evolve or change during puberty and adolescence (e.g., managing impulses and intense feelings)
- **social:** how students interact with others and how their relationships might evolve or change during puberty and adolescence (e.g., recognizing that personal boundaries may change over time and ongoing consent is required; demonstrating situational awareness and responding to social cues – such

Content – Elaborations

as changes in mood)