

BIG IDEAS

Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.

Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Knowing about our bodies and making healthy choices helps us look after ourselves.

Good health comprises physical, mental, and emotional well-being.

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"> Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments Describe the body's reaction to participating in physical activity in a variety of environments Develop and demonstrate safety, fair play, and leadership in physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> Participate daily in physical activity at moderate to vigorous intensity levels Identify opportunities to be physically active at school, at home, and in the community Identify and explore a variety of foods and describe how they contribute to health Identify opportunities to make choices that contribute to health and well-being Identify sources of health information <p>Social and community health</p> <ul style="list-style-type: none"> Identify and describe a variety of unsafe and/or uncomfortable situations Develop and demonstrate respectful behaviour when participating in activities with others Identify caring behaviours among classmates and within families <p>Mental well-being</p> <ul style="list-style-type: none"> Identify and describe practices that promote mental well-being Identify and describe feelings and worries Identify personal skills, interests, and preferences 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games relationships between food, hydration, and health practices that promote health and well-being names for parts of the body, including male and female private parts appropriate and inappropriate ways of being touched different types of substances hazards and potentially unsafe situations caring behaviours in groups and families emotions and their causes and effects reliable sources of health information

Curricular Competencies – Elaborations

- Physical literacy:
 - **Describe the body’s reaction to participating in physical activity in a variety of environments**
 - How is your breathing different when you are running in a game and when you are sitting?
- Healthy and active living:
 - **Identify opportunities to be physically active at school, at home, and in the community**
 - What kinds of activities do you like to participate in on a daily basis at school, at home, or in the community?
 - **Identify and explore a variety of foods and describe how they contribute to health**
 - Examples of ways to explore a variety of foods: by colour, texture, shape, size, smell, how and where they grow.
 - **Identify sources of health information**
 - identifying sources of support (e.g., trusted adults, school staff) for disclosing uncomfortable experiences, such as inappropriate touch
- Social and community health:
 - **Identify and describe a variety of unsafe and/or uncomfortable situations**
 - What are some factors that might make a situation unsafe and/or uncomfortable?
 - identifying and naming feelings that indicate you are uncomfortable (e.g., unusual situations that make you feel scared or nervous)
 - identifying trusted adults versus strangers
 - recognizing behaviours used by abusers or groomers (e.g., giving gifts, isolating a victim from their family, using guilt or blackmail to control)
 - **Develop and demonstrate respectful behaviour when participating in activities with others**
 - How do caring behaviours make people feel?
 - developing an initial understanding 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
 - listening and respecting when others say “no” or “stop it”
 - **Identify caring behaviours among classmates and within families**
 - understand personal space (e.g., body bubbles)
 - asking for permission to touch or hug a person
 - respecting “no” or “stop”
 - showing respect for the boundaries of others
- Mental well-being:
 - **Identify and describe practices that promote mental well-being**
 - What are some practices that help you feel good about yourself?

Content – Elaborations

- **non-locomotor:** movement skills performed “on the spot” without travelling across the floor or surface; could include:
 - balancing
 - bending
 - twisting
 - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
 - rolling
 - jumping
 - hopping
 - running
 - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; skills could include:
 - bouncing
 - throwing
 - catching
 - kicking
 - striking
- **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:
 - dance
 - gymnastics
- **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
 - tag
 - parachute activities
 - co-operative challenges
 - Simon says
 - team games
 - traditional Aboriginal games
- **relationships between food, hydration, and health:**
 - food gives us energy and helps us grow
 - food connects to self, family, history, culture, tradition, nature and community

Content – Elaborations

- water refreshes us and helps us grow, learn and play
- **practices:**
 - getting adequate sleep
 - participating in physical activity
 - making healthy eating choices
 - participating in relaxing activities
 - illness prevention through washing hands and proper hygiene
- **parts of the body:** could include:
 - male and female private parts
 - recognizing that nobody can touch your private parts without your consent
 - arms
 - legs
 - heart
 - muscles
- **appropriate:** (e.g., consensual touch that feels welcome and safe – medical checkups, high-fives)
- **inappropriate:** (e.g., touch that hurts or makes us feel uncomfortable – being hit, touching of private parts)
- **substances:** could include:
 - poisons
 - medications
 - psychoactive substances
- **hazards and potentially unsafe situations:** could include:
 - cars on the road
 - recognizing when strangers ask you to do uncomfortable things (e.g., getting in a vehicle, going to a different location, separating you from your class or family/ caregiver)
- **caring behaviours:** could include:
 - nurturing
 - providing guidance
 - loving
 - respecting
- **sources:** could include:
 - medical professionals
 - safety/medical signs
 - parents

BIG IDEAS

Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.

Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Knowing about our bodies and making healthy choices helps us look after ourselves.

Good health comprises physical, mental, and emotional well-being.

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"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Describe the body’s reaction to participating in physical activity in a variety of environments • Develop and demonstrate safety, fair play, and leadership in physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels • Identify opportunities to be physically active at school, at home, and in the community • Identify and explore a variety of foods and describe how they contribute to health • Identify opportunities to make choices that contribute to health and well-being • Recognize basic health information from a variety of sources <p>Social and community health</p> <ul style="list-style-type: none"> • Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations • Develop and demonstrate respectful behaviour when participating in activities with others • Identify caring behaviours among classmates and within families <p>Mental well-being</p> <ul style="list-style-type: none"> • Identify and describe practices that promote mental well-being • Identify and describe feelings and worries • Identify personal skills, interests, and preferences 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • relationships between food, hydration, and health • effects of different activities on the body • practices that promote health and well-being • names for parts of the body, including male and female private parts • appropriate and inappropriate ways of being touched • different types of substances and how to safely use or avoid them • hazards and potentially unsafe situations • caring behaviours in groups and families • emotions and their causes and effects • reliable sources of health information

Curricular Competencies – Elaborations

- Physical literacy:
 - **Describe the body’s reaction to participating in physical activity in a variety of environments**
 - How is your breathing different when you are running in a game and when you are sitting?
- Healthy and active living:
 - **Identify opportunities to be physically active at school, at home, and in the community**
 - What kinds of activities do you like to participate in on a daily basis at school, at home, or in the community?
 - **Identify and explore a variety of foods and describe how they contribute to health**
 - Examples of ways to explore a variety of foods: by colour, texture, shape, size, smell, how and where they grow.
 - **Recognize basic health information from a variety of sources**
 - identifying sources of support (e.g., trusted adults, school staff) for disclosing uncomfortable experiences, such as inappropriate touch
- Social and community health:
 - **Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations**
 - What are some factors that might make a situation unsafe and/or uncomfortable?
 - identifying and naming feelings that indicate you are uncomfortable (e.g., unusual situations that make you feel scared or nervous)
 - identifying trusted adults versus strangers
 - awareness of behaviours used by abusers or groomers (e.g., giving gifts, isolating a victim from their family, using guilt or blackmail to control)
 - **Develop and demonstrate respectful behaviour when participating in activities with others**
 - How do caring behaviours make people feel?
 - developing an initial understanding 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
 - listening and respecting when others say “no” or “stop it”
 - **Identify caring behaviours among classmates and within families**
 - understanding personal space (e.g., body bubble)
 - asking for permission to touch or hug a person
 - respecting “no” or “stop”
 - showing respect for the boundaries of others
- Mental well-being:
 - **Identify and describe practices that promote mental well-being**
 - What are some practices that help you feel good about yourself?

Content – Elaborations

- **non-locomotor:** movement skills performed “on the spot” without travelling across the floor or surface; could include:
 - balancing
 - bending
 - twisting
 - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
 - rolling
 - jumping
 - hopping
 - running
 - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:
 - bouncing
 - throwing
 - catching
 - kicking
 - striking
- **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:
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 - gymnastics
- **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
 - tag
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- **relationships between food, hydration, and health:**
 - food gives us energy and helps us grow
 - food connects to self, family, history, culture, tradition, nature and community

Content – Elaborations

- water refreshes us and helps us grow, learn and play
- **effects:** (could include)
 - increased breathing
 - increased thirst
 - sweating
 - using our muscles
 - feeling good
- **practices:** could include:
 - getting adequate sleep
 - participating in physical activity
 - making healthy eating choices
 - participating in relaxing activities
 - illness prevention through washing hands and proper hygiene
- **parts of the body:** could include:
 - male and female private parts
 - recognizing that nobody can touch your private parts without your consent
 - arms
 - legs
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- **appropriate:** (e.g., consensual touch that feels welcome and safe – medical checkups, high-fives)
- **inappropriate:** (e.g., touch that hurts or makes us feel uncomfortable – being hit, touching of private parts)
- **substances:** could include:
 - poisons
 - medications
 - psychoactive substances
- **hazards and potentially unsafe situations:** could include:
 - cars on the road
 - recognizing when strangers who ask you to do uncomfortable things (e.g., getting in a vehicle, going to a different location, separating you from your class or family/ caregivers)
- **caring behaviours:** could include:
 - nurturing
 - providing guidance
 - loving
 - respecting
- **sources:** could include:
 - medical professionals
 - safety/medical signs

Content – Elaborations

- parents

BIG IDEAS

<p>Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.</p>	<p>Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.</p>	<p>Adopting healthy personal practices and safety strategies protects ourselves and others.</p>	<p>Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.</p>	<p>Our physical, emotional, and mental health are interconnected.</p>
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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"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Apply methods of monitoring exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and explain factors that contribute to positive experiences in different physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels • Identify and describe opportunities to be physically active at school, at home, and in the community • Explore strategies for making healthy eating choices • Describe ways to access information on and support services for a variety of health topics • Explore and describe components of healthy living 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • ways to monitor physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • effects of physical activity on the body • practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention • strategies for accessing health information • strategies and skills to use in potentially hazardous, unsafe, or abusive situations • effects of different substances, and strategies for preventing personal harm • managing and expressing emotions • factors that influence self-identity

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations • Develop and demonstrate respectful behaviour when participating in activities with others • Identify and describe characteristics of positive relationships • Explain how participation in outdoor activities supports connections with the community and environment <p>Mental well-being</p> <ul style="list-style-type: none"> • Identify and apply strategies that promote mental well-being • Identify and describe feelings and worries, and strategies for dealing with them • Identify personal skills, interests, and preferences and describe how they influence self-identity 	

Curricular Competencies – Elaborations

- Physical literacy:
 - **Apply methods of monitoring exertion levels in physical activity**
 - Example of a method of monitoring exertion levels in physical activity: using a 1–5 rating scale where 1 = cold, 2 = getting warmer, 3 = warm, 4 = getting hot, and 5 = very hot, choose the number that you feel best describes how you are feeling in relation to your exertion levels
 - **Identify and explain factors that contribute to positive experiences in different physical activities**
 - Examples of types of physical activity:
 - indoor or outdoor activities
 - free play or structured activities
 - activities with or without equipment
- Healthy and active living:
 - **Identify and describe opportunities to be physically active at school, at home, and in the community**
 - What kinds of activities do you like to participate in on a daily basis at school, at home, or in the community?
 - **Explore strategies for making healthy eating choices**
 - What are some factors that influence what you like to eat?
 - **Describe ways to access information on and support services for a variety of health topics**
 - Where can you find health information when you are at school?
 - identifying sources of support (e.g., trusted adults, school staff) for disclosing uncomfortable experiences, such as inappropriate touch
 - **Explore and describe components of healthy living**
 - What does healthy living mean to you?
- Social and community health:
 - **Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations**
 - What can you do to stand up for yourself in an unsafe and/or uncomfortable situation?
 - developing strategies for establishing boundaries in unsafe or uncomfortable 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
 - recognizing behaviours used by abusers or groomers (e.g., giving gifts, isolating a victim from their family, using guilt or blackmail to control)
 - **Develop and demonstrate respectful behaviour when participating in activities with others**
 - developing an initial understanding of consent:
 - understanding personal boundaries and respect 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
 - listening and respecting when others say “no” or “stop it”
- **Identify and describe characteristics of positive relationships**
 - understanding personal space (e.g., body bubbles)
 - asking for permission to touch or hug a person
 - respecting “no” or “stop”
 - showing respect for the boundaries of others
- **Explain how participation in outdoor activities supports connections with the community and environment**
 - What types of outdoor activities can you participate in in your community?
- Mental well-being:
 - **Identify and apply strategies that promote mental well-being**
 - Examples of strategies that promote mental well-being:
 - getting enough sleep
 - talking about feelings
 - participation in regular physical activity
 - **Identify and describe feelings and worries, and strategies for dealing with them**
 - How do you respond to different feelings that you have?
 - **Identify personal skills, interests, and preferences and describe how they influence self-identity**
 - What factors contribute to how you see yourself?

Content – Elaborations

- **non-locomotor:** movement performed “on the spot” without travelling across the floor or surface; could include:
 - balancing
 - bending
 - twisting
 - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
 - rolling
 - jumping
 - hopping
 - running
 - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:
 - bouncing
 - throwing
 - catching
 - kicking

Content – Elaborations

- striking
- **monitor physical exertion levels:** could include using a 1–5 rating scale where 1 = cold, 2 = getting warmer, 3 = warm, 4 = getting hot, and 5 = very hot, and students choose the number that they feel best describes how they are feeling in relation to their exertion levels
- **individual and dual activities:** activities that can be done individually and/or with others; could include:
 - jumping rope
 - swimming
 - running
 - bicycling
 - yoga
 - 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
 - co-operative challenges
 - Simon says
 - team games
 - traditional Aboriginal games
- **effects:** could include:
 - increased breathing
 - increased thirst
 - sweating
 - using our muscles
 - feeling good
- **physical activity:** getting 60–90 minutes of moderate to vigorous physical activity each day
- **nutrition:** trying a variety of foods that gives us the energy to grow, play and learn
- **illness prevention:** practices could include:
 - washing hands
 - covering mouth when coughing
 - resting when sick
 - staying away from others when sick
- **strategies for accessing health information:** could include:
 - accessing sources of support (e.g., trusted adults, school staff, medical professionals) for health information
 - using judgment and being cautious at all times when seeking an adult for information
- **strategies and skills to use in potentially hazardous, unsafe, or abusive situations:** could include:

Content – Elaborations

- identifying potentially unsafe situations such as: strangers who ask you to do uncomfortable things (e.g., getting in a vehicle, going to a different location, separate you from your class or family/caregivers)
- developing strategies such as:
 - using a strong voice to set boundaries and 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 out personal information (e.g., to strangers, on the Internet)
- **substances:** could include:
 - poisons
 - medications
 - psychoactive substances
- **factors that influence self-identity:** could include:
 - self-esteem
 - self-efficacy
 - cultural heritage
 - body image

BIG IDEAS

<p>Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.</p>	<p>Movement skills and strategies help us learn how to participate in different types of physical activity.</p>	<p>Adopting healthy personal practices and safety strategies protects ourselves and others.</p>	<p>Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.</p>	<p>Our physical, emotional, and mental health are interconnected.</p>
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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"> • Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments • Apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and explain factors that contribute to positive experiences in different physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels • Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community • Explore and describe strategies for making healthy eating choices in a variety of settings • Describe ways to access information on and support services for a variety of health topics • Explore and describe strategies for pursuing personal healthy-living goals 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor physical exertion levels • different types of physical activities, including individual and dual activities, rhythmic activities, and games • practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention • nutrition and hydration choices to support different activities and overall health • strategies for accessing health information • strategies and skills to use in potentially hazardous, unsafe, or abusive situations • nature and consequences of bullying • effects of different substances, and strategies for preventing personal harm • relationship between worries and fears • factors that influence self-identity

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations • Describe and apply strategies for developing and maintaining positive relationships • Explain how participation in outdoor activities supports connections with the community and environment <p>Mental well-being</p> <ul style="list-style-type: none"> • Identify and apply strategies that promote mental well-being • Describe physical, emotional, and social changes as students grow older • Describe factors that influence mental well-being and self-identity 	

Curricular Competencies – Elaborations	PHYSICAL AND HEALTH EDUCATION Grade 3
<ul style="list-style-type: none"> • Physical literacy: <ul style="list-style-type: none"> – Apply a variety of movement concepts and strategies in different physical activities <ul style="list-style-type: none"> ▪ What types of strategies can help you succeed in different physical activities? – Apply methods of monitoring exertion levels in physical activity <ul style="list-style-type: none"> ▪ Example of a method of monitoring exertion levels: using a 1–5 rating scale where 1 = cold, 2 = getting warmer, 3 = warm, 4 = getting hot, and 5 = very hot, choose the number that you feel best describes how you are feeling in relation to your exertion levels – Identify and explain factors that contribute to positive experiences in different physical activities <ul style="list-style-type: none"> ▪ Examples of types of physical activity: <ul style="list-style-type: none"> • indoor or outdoor activities • individual activities or activities with others • Healthy and active living: <ul style="list-style-type: none"> – Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community <ul style="list-style-type: none"> ▪ Examples of potential challenges: <ul style="list-style-type: none"> • Lack of time after school • not knowing where to be physically active • not having access to places to be physically active 	

Curricular Competencies – Elaborations

- **Explore and describe strategies for making healthy eating choices in a variety of settings**
 - How do you eat differently when you are not at home?
- **Describe ways to access information on and support services for a variety of health topic**
 - Where can you find health information when you are at school?
 - identifying and accessing sources of support (e.g., trusted adults, school staff) for disclosing uncomfortable experiences, such as inappropriate touch of abuse
- **Explore and describe strategies for pursuing personal healthy-living goals**
 - Examples of strategies for pursuing personal healthy-living goals:
 - identify an area related to healthy living that you would like to focus on (e.g., “I want to be more physically active”)
 - explore possible ways to reach your goal (e.g., “I can play with my friends at recess and at lunch when I’m at school or join a sports team”)
- Social and community health:
 - **Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations**
 - What can you do to stand up for yourself in an unsafe and/or uncomfortable situation?
 - developing strategies for establishing boundaries in unsafe or uncomfortable situations:
 - saying now 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
 - 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
 - **Describe and apply strategies for developing and maintaining positive relationships**
 - How does acknowledging similarities and differences between you and your peers influence your relationships with them?
 - understanding that characteristics of positive relationships may include:
 - kindness
 - mutual respect
 - trust and honesty
 - being safe from harm
 - consensual
 - feeling valued
 - feeling supported
 - setting healthy boundaries
 - developing an initial understanding 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
 - **Explain how participation in outdoor activities supports connections with the community and environment**

Curricular Competencies – Elaborations

- What types of outdoor activities can you participate in in your community?
- Mental well-being:
 - **Identify and apply strategies that promote mental well-being**
 - Examples of strategies that promote mental well-being:
 - getting enough sleep
 - talking about feelings
 - participating in regular physical activity
 - **Describe physical, emotional, and social changes as students grow older**
 - identifying changes to body and self-concept
 - recognizing that personal boundaries may change over time and ongoing consent is required (e.g., behaviours or play evolve with newer boundaries)
 - **Describe factors that influence mental well-being and self-identity**
 - How do the various changes you may be experiencing influence your relationships with others?
 - Examples of factors that influence mental well-being:
 - self-esteem
 - self-efficacy
 - stress levels
 - personal interests

Content – Elaborations

- **non-locomotor:** movements performed “on the spot” without travelling across the floor or surface; could include:
 - balancing
 - bending
 - twisting
 - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
 - rolling
 - jumping
 - hopping
 - running
 - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:
 - bouncing
 - throwing

Content – Elaborations

- catching
- kicking
- striking
- **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 to/with others and objects
- **strategies:** include a variety of approaches 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 physical exertion levels:** could include using a 1–5 rating scale where 1 = cold, 2 = getting warmer, 3 = warm, 4 = getting hot, and 5 = very hot, and students choose the number that they feel best describes how they are feeling in relation to their exertion levels
- **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
 - co-operative challenges
 - Simon says
 - team games
 - traditional Aboriginal games
- **physical activity:** getting 60–90 minutes of moderate to vigorous physical activity each day
- **sleep:** getting approximately 10–11 hours of sleep each night
- **illness prevention:** practices could include:
 - washing hands
 - covering mouth when coughing
 - resting when sick
 - staying away from others when sick
- **nutrition:**
 - eating different foods helps our bodies grow and satisfies our hunger

Content – Elaborations

- eating a variety of foods, including whole grains, proteins, and vegetables and fruits
- **hydration:** water satisfies our thirst
- **strategies for accessing health information:** could include:
 - identifying and accessing sources of support (e.g., trusted adults, school staff, medical professionals) for health information and safety signs
 - using judgement and being cautious at all times when seeking an adult for information
- **strategies and skills to use in potentially hazardous, unsafe, or abusive situations:** could include:
 - developing strategies such as:
 - using a strong voice to set boundaries and 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 out personal information (e.g., to strangers, on the Internet).
- **nature and consequences of bullying**
 - cultivating an awareness of bullying, discrimination, and violence based on gender identity/ expression, sexuality, race, religion, ethnicity, etc.
- **substances:** could include:
 - poisons
 - medications
 - psychoactive substances
- **factors that influence self-identity:** could include:
 - cultural heritage
 - interests
 - media
 - peers

BIG IDEAS

Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.

Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.

Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.

Personal choices and social and environmental factors influence our health and well-being.

Developing healthy relationships helps us feel connected, supported, and valued.

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"> • Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments • Apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels • Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community • Explain the relationship of healthy eating to overall health and well-being • Identify and describe factors that influence healthy choices • Examine and explain how health messages can influence behaviours and decisions • Identify and apply strategies for pursuing personal healthy-living goals 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including , non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • benefits of physical activity and exercise • practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention • food portion sizes and number of servings • communicable and non-communicable illnesses • media messaging and body image • strategies and skills to use in potentially hazardous, unsafe or abusive situations, including identifying common lures or tricks used by potential abusers • strategies for responding to bullying, discrimination, and violence • potential effects of psychoactive substance use, and strategies for preventing personal harm • factors that influence self-identity, including body image and social media • physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations • Describe and assess strategies for responding to discrimination, stereotyping, and bullying • Describe and apply strategies for developing and maintaining positive relationships • Describe and apply strategies that promote a safe and caring environment <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being • Describe and assess strategies for managing problems related to mental well-being and substance use • Explore and describe strategies for managing physical, emotional, and social changes during puberty • Describe factors that positively influence mental well-being and self-identity 	

Curricular Competencies – Elaborations

- Physical literacy:
 - **Apply a variety of movement concepts and strategies in different physical activities**
 - What types of strategies can help you succeed in this physical activity?
 - **Apply methods of monitoring exertion levels in physical activity**
 - Examples of methods of monitoring physical exertion levels:
 - heart rate monitors
 - rate of perceived exertion scales
 - talk test
 - **Identify and describe preferred types of physical activity**
 - Examples of types of physical activity:
 - indoor or outdoor activities
 - team games or recreational activities
- Healthy and active living:
 - **Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community**
 - Examples of potential challenges:
 - lack of time after school
 - not knowing where to be physically active
 - not having access to places to be physically active
 - **Explain the relationship of healthy eating to overall health and well-being**
 - Why is it important to eat when we are hungry and drink when we are thirsty?
 - **Examine and explain how health messages can influence behaviours and decisions**
 - How might health messages in the media influence your behaviour?
 - **Identify and apply strategies for pursuing personal healthy-living goals**
 - Example of a strategy for pursuing personal healthy-living goals: Outline the following:
 - what do I want to do?
 - where can I do this?
 - when can I do this?
 - who might I do this with?
- Social and community health:
 - **Identify and describe Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations**
 - What can you do to stand up for yourself in an unsafe and/or uncomfortable situation?
 - developing strategies for establishing boundaries in unsafe or uncomfortable 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

- 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
- **Describe and assess strategies for responding to discrimination, stereotyping, and bullying**
 - What resources exist in your school to help students who are being bullied?
 - cultivating an awareness of bullying, discrimination, and violence based on gender identity/ expressions, sexuality, race, religion, or ethnicity, etc.
- **Describe and apply strategies for developing and maintaining positive relationships**
 - understanding that characteristics of positive relationships may include:
 - kindness
 - mutual respect
 - trust and honesty
 - safety from harm
 - consensual
 - feeling valued
 - feeling supported
 - healthy boundaries
 - demonstrating an initial understanding 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
- **Describe and apply strategies that promote a safe and caring environment**
 - building a culture of consent within the school and/or classroom
 - modeling consent through classroom practices (e.g., letting student meet bodily needs)
 - building a culture of awareness and acceptance of different races/ ethnicities, gender identities/ expressions
- Mental well-being:
 - **Describe and assess strategies for promoting mental well-being**
 - What strategies do you use to promote your mental well-being?
 - **Describe and assess strategies for managing problems related to mental well-being and substance use**
 - What resources exist in your school and/or community to help students with problems related to mental well-being and/or substance use?
 - **Explore and describe strategies for managing physical, emotional, and social changes during puberty**
 - How do the various changes you may be experiencing during puberty influence your relationships with others?
 - identifying changes to body and self-concept
 - recognizing that personal boundaries may change over time and ongoing consent is required (e.g., behaviours or play evolve with newer boundaries)
 - **Describe factors that positively influence mental well-being and self-identity**
 - Examples of factors that influence mental well-being:
 - self-esteem
 - self-efficacy
 - stress levels
 - personal interests

Content – Elaborations

- **non-locomotor:** movements performed “on the spot” without travelling across the floor or surface; could include:
 - balancing
 - bending
 - twisting
 - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
 - rolling
 - jumping
 - hopping
 - running
 - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:
 - bouncing
 - throwing
 - catching
 - kicking
 - striking
- **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 to/with others and objects
- **strategies:** include a variety of approaches 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 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

Content – Elaborations

- gymnastics
- **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
 - tag
 - parachute activities
 - co-operative challenges
 - Simon says
 - team games
 - traditional Aboriginal games
- **benefits:** could include:
 - developing a stronger heart, muscles, and bones
 - burning off excess energy
 - helping focus attention in class
 - promoting optimal growth and development
 - helping us feel good
 - lowering stress levels
 - having fun with friends
- **physical activity:** getting 60–90 minutes of daily physical activity at moderate to vigorous intensity levels
- **sleep:** getting approximately 10–11 hours of sleep each night
- **healthy eating:** using hunger cues and taste preferences to guide when and how much to eat
- **illness prevention:** practices could include:
 - washing hands
 - covering mouth when coughing
 - washing hands after sneezing and/or coughing
 - resting when sick
 - staying away from others when sick
- **number of servings:** Canada’s new food guide no longer includes recommended daily servings but instead recommends eating a variety of foods including vegetables and fruit, proteins and whole grains :
- **communicable:** illnesses that can be spread or contracted from person to person
- **non-communicable:** illnesses that cannot be “caught” from someone else
- **media messaging:** health-related messages that are communicated through media sources, such as the Internet, magazines, TV
- **strategies and skills to use in potentially hazardous, unsafe, or abusive situations** could include:
 - developing strategies such as:
 - using a strong voice to set boundaries and saying “no,” “stop,” “I don’t like this”
 - not stopping and talking to/ helping someone if they do not want to or feel it may be unsafe
 - 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 out personal information (e.g., to strangers, on the Internet)
- **common lures or tricks used by potential abusers:** could include:
 - offering special attention or compliments

Content – Elaborations

- saying they know a family member
- using the Internet to get to know you
- catfishing (e.g., online games, fake profiles)
- asking for help (e.g., “can you help me find my dog?”)
- offering gifts
- **strategies for responding to bullying, discrimination, and violence:** could include:
 - cultivating an awareness of bullying, discrimination, and violence based on gender identity/ expression, sexuality, race, religion, ethnicity, etc.
 - assessing the situation, avoiding, being assertive, reporting, seeking help
- **psychoactive substances:** could include:
 - alcohol
 - tobacco
 - illicit drugs
 - solvents
- **body image:** how we see and feel about our bodies; can be influenced by the words and actions of others
- **social media:** students might receive and/or send comments to others around various topics, including:
 - how they look
 - what they’re wearing
 - what they believe in
 - what their cultural background might be
- **physical:** recognizing how students’ bodies are growing and changing during puberty
- **emotional:** acknowledging how students’ thoughts and feelings might evolve or change during puberty
- **social:** understanding how students interact with others and how their relationships might evolve or change during puberty
- **sexuality:** having a capacity for sexual feelings
- **sexual identity:** a component of a person’s identity that reflects his or her sexual self-concept

BIG IDEAS

Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.

Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.

Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.

Personal choices and social and environmental factors influence our health and well-being.

Developing healthy relationships helps us feel connected, supported, and valued.

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"> • Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments • Develop and apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity designed to enhance and maintain health components of fitness • Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community • Analyze and describe the connections between eating, physical activity, and mental well-being • Describe the impacts of personal choices on health and well-being • Describe strategies for communicating medical concerns and getting help with health issues • Identify, apply, and reflect on strategies used to pursue personal healthy-living goals 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • how to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games • differences between the health components of fitness • training principles to enhance personal fitness levels, including the FITT principle • benefits of physical activity and exercise • food choices to support active lifestyles and overall health • practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses • sources of health information and support services • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • factors influencing use of psychoactive substances, and potential harms • physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations • Describe and assess strategies for responding to discrimination, stereotyping, and bullying • Describe and apply strategies for developing and maintaining healthy relationships • Describe and apply strategies that promote a safe and caring environment <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being and substance use, for others • Explore and describe strategies for managing physical, emotional, and social changes during puberty • Explore and describe how personal identities adapt and change in different settings and situations 	

Curricular Competencies – Elaborations

- Physical literacy:
 - **Develop and apply a variety of movement concepts and strategies in different physical activities**
 - What strategies can you use to gain some type of advantage in a game situation?
 - **Apply methods of monitoring and adjusting exertion levels in physical activity**
 - Examples of methods of monitoring and adjusting physical exertion levels:
 - heart rate monitors
 - rate of perceived exertion scales to self-assess exertion levels and make appropriate adjustments related to the activity
 - **Identify and describe preferred types of physical activity**
 - Examples of types of physical activity:
 - indoor or outdoor activities
 - individual activities or activities with others
 - competitive or non-competitive activities
- Healthy and active living:
 - **Participate daily in physical activity designed to enhance and maintain health components of fitness**
 - Which health components of fitness are influenced by the different types of physical activities you participate in?
 - **Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community**
 - Examples of potential challenges:
 - lack of time after school
 - not knowing where to be active
 - not having access to places to be physically active
 - **Analyze and describe the connections between eating, physical activity, and mental well-being**
 - How do the different types of foods you eat influence how you feel on a daily basis?
 - **Describe strategies for communicating medical concerns and getting help with health issues**
 - Who can you speak with if you have concerns about health issues and/or are unsure about medical instructions?
 - **Identify apply, and reflect on strategies used to pursue personal healthy-living goals**
 - Which strategies were most successful in helping you pursue your healthy-living goals?
- Social and community health:
 - **Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations**
 - What are some strategies you can use to avoid an unsafe or potentially exploitive situation while using the Internet?
 - 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 and say “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 out personal information (e.g., to strangers, on the Internet)
 - not stopping and talking to/ helping someone if they do not want to or feel it may be unsafe
- 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
- **Describe and assess strategies for responding to discrimination, stereotyping, and bullying**
 - What can you do if you are being bullied and/or see someone else being bullied?
 - cultivating an awareness of bullying, discrimination, and violence based on gender identity/ expressions, sexuality, race, religion, ethnicity, etc.
- **Describe and apply strategies for developing and maintaining healthy relationships**
 - understanding that characteristics of positive relationships may include:
 - kindness
 - mutual respect
 - trust and honesty
 - safety from harm
 - consensual
 - feeling valued
 - feeling supported
 - healthy boundaries
 - demonstrating an understanding 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
 - developing assertive strategies (e.g., saying no, stating how you feel)
 - using and modeling a ‘yes means yes’ narrative
 - understanding that healthy relationships include respecting boundaries, the ability to say no, hear/ accept no, respecting body language, etc.
- **Describe and apply strategies that promote a safe and caring environment**
 - building a culture of consent within the school and/or classroom
 - modeling consent through classroom practices (e.g., letting students meet bodily needs)
 - building a culture of awareness and acceptance of different races/ ethnicities, gender identities/ expressions
- Mental well-being:
 - **Describe and assess strategies for managing problems related to mental well-being and substance use, for others**
 - What resources exist in your school and/or community to help students with problems related to mental well-being and/or substance use?
 - **Explore and describe strategies for managing physical, emotional, and social changes during puberty**
 - How do the various changes you may be experiencing during puberty influence your relationships with others?
 - identifying changes to body and self-concept
 - recognizing that personal boundaries may change over time and ongoing consent is required (e.g., behaviours or play evolve with newer boundaries)
 - **Explore and describe how personal identities adapt and change in different settings and situations**

- How might you view yourself differently at home and at school?

Content – Elaborations

- **non-locomotor:** movements performed “on the spot” without travelling across the floor or surface; could include:
 - balancing
 - bending
 - twisting
 - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
 - rolling
 - jumping
 - hopping
 - running
 - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:
 - bouncing
 - throwing
 - catching
 - kicking
 - striking
- **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 to/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

Content – Elaborations

- gymnastics
- **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
 - tag
 - parachute activities
 - co-operative challenges
 - Simon says
 - team games
 - traditional Aboriginal games
- **health components of fitness:** five different aspects that influence overall health and effect our ability to meet the physical demands of everyday living; include:
 - muscular strength — exerting maximal force to lift and/or move an object (e.g., completing one push-up)
 - muscular endurance — ability of the muscles to exert submaximal force over a prolonged period of time (e.g., doing more than one push-up)
 - cardiovascular endurance — ability of the heart and lungs to work together and provide blood and oxygen to the working muscles over a period of time (e.g., jogging)
 - flexibility — the ability of a joint and the surrounding muscles to move through a full range of motion (e.g., stretching)
 - body composition — the ratio of fat tissue to fat-free body tissue
- **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
- **benefits:** could include:
 - developing a stronger heart, muscles, and bones
 - burning off excess energy
 - helping focus attention more in class
 - promoting optimal growth and development
 - helping us feel good
 - lowering stress levels
 - having fun with friends
- **food choices:** include:
 - local and seasonal foods
 - whole foods
 - foods that are part of our culture and family traditions
 - foods that are part of our celebrations and community gatherings
 - foods that provide us with enjoyment, comfort and energy
- **prevent communicable illnesses:** prevention practices could include:
 - hand washing
 - covering mouth when coughing

Content – Elaborations

- washing hands after sneezing and/or coughing
- staying away from others when sick
- **non-communicable illnesses:** prevention practices could include:
 - regular physical activity
 - healthy eating
 - stress management
 - regular sleep patterns
- **sources of health information and support services:** could include:
 - medical professionals
 - trusted adults
 - medical clinics
 - community support services
- **strategies to protect themselves and others:** could include:
 - developing strategies such as:
 - knowing their right not to be abused
 - the importance of giving and receiving consent
 - being assertive
 - not stopping and talking to/ helping someone if they do not want to or feel it may be unsafe
 - avoiding and reporting potentially unsafe situations (e.g., identifying gender-based violence, safe use of the Internet)
 - identifying tricks and lures used by predators online and offline such as:
 - catfishing (e.g., online games, fake profiles)
 - asking for help (e.g., “can you help me find my dog?”)
 - offering gifts
 - cultivating an awareness of abusive and harmful behaviours, including those that comprise sexual harassment, abuse, and dating violence
- **psychoactive substances:** could include:
 - alcohol
 - tobacco
 - illicit drugs
 - solvents
- **physical:** recognizing how students’ bodies are growing and changing during puberty
- **emotional:** acknowledging how students’ thoughts and feelings might evolve or change during puberty
- **social:** understanding how students interact with others and how their relationships might evolve or change during puberty
- **sexuality:** having a capacity for sexual feelings
- **sexual identity:** a component of a person’s identity that reflects his or her sexual self-concept

BIG IDEAS

Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.

Physical literacy and fitness contribute to our success in and enjoyment of physical activity.

We experience many changes in our lives that influence how we see ourselves and others.

Healthy choices influence our physical, emotional, and mental well-being.

Learning about similarities and differences in individuals and groups influences community health.

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"> • Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments • Develop and apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity designed to enhance and maintain health components of fitness • Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness • Explore and plan food choices to support personal health and well-being • Describe the impacts of personal choices on health and well-being • Analyze health messages and possible intentions to influence behaviour • Identify, apply, and reflect on strategies used to pursue personal healthy-living goals 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • training principles to enhance personal fitness levels, including the FITT principle and the SAID principle • influences on food choices • practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • consequences of bullying, stereotyping, and discrimination • strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours • physical, emotional, and social changes that occur during puberty and adolescence • influences on individual identity, including sexual identity, gender, values, and beliefs

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations • Describe and assess strategies for responding to discrimination, stereotyping, and bullying • Describe and apply strategies for developing and maintaining healthy relationships • Explore strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being and substance use, for others • Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence • Explore and describe how personal identities adapt and change in different settings and situations 	

Curricular Competencies – Elaborations

- Physical literacy:
 - **Develop and apply a variety of movement concepts and strategies in different physical activities**
 - What strategies can you use to gain some type of advantage in a game situation?
 - **Apply methods of monitoring and adjusting exertion levels in physical activity**
 - Examples of methods of monitoring and adjusting physical exertion levels:
 - Heart rate monitors
 - rate of perceived exertion scales to self-assess exertion levels and make appropriate adjustments related to the activity
 - **Identify and describe preferred types of physical activity**
 - Examples of types of physical activity:
 - indoor or outdoor activities
 - individual activities or activities with others
 - competitive or non-competitive activities
- Healthy and active living:
 - **Participate daily in physical activity designed to enhance and maintain health components of fitness**
 - Which health components of fitness are influenced by the different types of physical activities you participate in?
 - **Explore and plan food choices to support personal health and well-being**
 - How does eating with family and friends support your health and well-being?
 - **Analyze health messages and possible intentions to influence behaviour**
 - What might advertisements be telling you about their health products or messages?
 - **Identify, apply, and reflect on strategies used to pursue personal healthy-living goals**
 - Which strategies were most successful in helping you pursue your healthy-living goals?
- Social and community health:
 - **Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations**
 - What are some strategies you can use to avoid an unsafe or potentially exploitive situation while using the Internet and/or in the community?
 - 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 out 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
- recognizing that survivors of abuse are not to blame and deserve respect and that all people have the right to have their boundaries 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)
- **Describe and assess strategies for responding to discrimination, stereotyping, and bullying**
 - What can you do if you are being bullied and/or see someone else being bullied?
 - cultivating an awareness of bullying, discrimination, and violence based on gender identity/ expressions, sexuality, race, religion, ethnicity, etc.
 - assessing the situation, being assertive, reporting, seeking help
 - advocating for others
- **Describe and apply strategies for developing and maintaining healthy relationships**
 - demonstrating an understanding 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
 - developing assertive strategies (e.g., saying no, stating how you feel)
 - using and modeling a ‘yes means yes’ narrative
 - understanding that healthy relationships include respecting boundaries, the ability to say no, hear/ accept no, respecting body language, etc.
 - other strategies for maintaining healthy relationships could include:
 - open communication
 - listening
 - trust
 - maintaining mutual respect
- Mental well-being:
 - **Describe and assess strategies for managing problems related to mental well-being and substance use, for others**
 - What resources exist in your school and/or community to help students with problems related to mental well-being and/or substance use?
 - **Explore and describe strategies for managing physical, emotional, and social changes during puberty**
 - How do the various changes you may be experiencing during puberty influence your relationships with others?
 - identifying changes to body and self-concept
 - recognizing that personal boundaries may change over time and ongoing consent is required (e.g., behaviours or play evolve with newer boundaries)
 - managing impulses and intense feelings
 - demonstrating situational awareness and responding to social cues (e.g., changes in mood)
 - demonstrating an understanding that any intimate activities (including those involving intimate images) must be consensual
 - **Explore and describe how personal identities adapt and change in different settings and situations**
 - How might you view yourself differently at home, at school, and in the community?

Content – Elaborations

- **non-locomotor:** movements performed “on the spot” without travelling across the floor or surface; could include:
 - balancing
 - bending
 - twisting
 - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
 - rolling
 - jumping
 - hopping
 - running
 - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:
 - bouncing
 - throwing
 - catching
 - kicking
 - striking
- **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 to/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

Content – Elaborations

- gymnastics
- **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
 - tag
 - parachute activities
 - 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)
- **food choices:**
 - access to locally grown food
 - access to seasonal foods
 - family traditions
 - personal taste and texture preferences
 - culture celebrations
 - differing options in various settings (e.g., school, home, community)
- **sexually transmitted infections:** include:
 - gonorrhea
 - chlamydia
 - herpes
- **life-threatening communicable diseases** include:
 - HIV/AIDS
 - hepatitis B and C
 - meningococcal C
- **sources of health information:** could include:
 - magazines
 - Internet
 - advertisements on TV
 - flyers from health stores
- **responding to emergencies:** basic principles include:
 - following safety guidelines
 - having an emergency response plan

Content – Elaborations

- knowing how to get help
- **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)
 - 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
 - awareness of abusive and harmful behaviours, including those comprised in sexual harassment, abuse, and dating violence
- **psychoactive substances:** could include:
 - alcohol
 - tobacco
 - illicit drugs
 - solvents
- **physical:** recognizing how students' bodies are growing and changing during puberty and adolescence
- **emotional:** acknowledging how students' thoughts and feelings might evolve or change during puberty and adolescence
- **social:** understanding how students interact with others and how their relationships might evolve or change during puberty and adolescence
- **sexual identity:** a component of a person's identity that reflects his or her sexual self-concept

BIG IDEAS

Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.

Physical literacy and fitness contribute to our success in and enjoyment of physical activity.

We experience many changes in our lives that influence how we see ourselves and others.

Healthy choices influence our physical, emotional, and mental well-being.

Learning about similarities and differences in individuals and groups influences community health.

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"> • Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments • Develop and apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity designed to enhance and maintain health components of fitness • Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness • Investigate and analyze influences on eating habits • Identify factors that influence healthy choices and explain their potential health effects • Assess and communicate health information for various health issues • Identify and apply strategies to pursue personal healthy-living goals • Reflect on outcomes of personal healthy-living goals and assess strategies used 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity • effects of different types of physical activity on the body • factors that influence personal eating choices • practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • consequences of bullying, stereotyping, and discrimination • signs and symptoms of stress, anxiety, and depression • influences of physical, emotional, and social changes on identities and relationships

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations • Describe and assess strategies for responding to discrimination, stereotyping, and bullying • Describe and apply strategies for developing and maintaining healthy relationships • Explore strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being and substance use, for others • Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence • Explore the impact of transition and change on identities 	

Curricular Competencies – Elaborations

- Physical literacy:
 - **Develop and apply a variety of movement concepts and strategies in different physical activities**
 - What strategies can you use to gain some type of advantage in a game situation?
 - **Apply methods of monitoring and adjusting exertion levels in physical activity**
 - Examples of methods of monitoring and adjusting physical exertion levels:
 - heart rate monitors
 - rate of perceived exertion scales to self-assess exertion levels and make appropriate adjustments related to the activity
 - **Identify and describe preferred types of physical activity**
 - Examples of types of physical activity:
 - indoor or outdoor activities
 - individual activities or activities with others
 - competitive or non-competitive activities
- Healthy and active living:
 - **Participate daily in physical activity designed to enhance and maintain health components of fitness**
 - Which health components of fitness are influenced by the different types of physical activities you participate in?
 - **Investigate and analyze influences on eating habits**
 - What are some influences on people’s eating habits?
 - **Reflect on outcomes of personal healthy-living goals and assess strategies used**
 - How did the strategies you used to pursue your healthy-living goals influence the results?
- Social and community health:
 - **Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations**
 - What are some strategies you can use to avoid an unsafe or potentially exploitive situation while using the Internet and/or in the community?
 - 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 out 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 awareness of power imbalances and how they can impact issues of consent and boundaries
 - developing 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 respected
- recognizing that survivors experience the results of abuse differently and it can show up differently from person to person
- raising awareness of exploitative situations pertaining to consent and gender-based violence (e.g., human trafficking, coercion, deceit)
- **Describe and assess strategies for responding to discrimination, stereotyping, and bullying**
 - What can you do if you are being bullied and/or see someone else being bullied?
 - cultivating an awareness of bullying, discrimination, and violence based on gender identity/ expressions, sexuality, race, religion, ethnicity, etc.
 - assessing the situation, being assertive, reporting, seeking help
 - advocating for others
- **Describe and apply strategies for developing and maintaining healthy relationships**
 - contribute 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
 - developing assertive strategies (e.g., saying no, stating how you feel)
 - using and modeling a ‘yes means yes’ narrative
 - understanding that healthy relationships include respecting boundaries, the ability to say no, hear/ accept no, respecting body language, etc.
 - other strategies for maintaining healthy relationships could include:
 - open communication
 - listening
 - trust
 - maintaining mutual respect
- Mental well-being:
 - **Describe and assess strategies for managing problems related to mental well-being and substance use, for others**
 - What resources exist in your school and/or community to help students or others with problems related to mental well-being and/or substance use?
 - **Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence**
 - How do the various changes you may be experiencing during puberty and adolescence influence your relationships with others?
 - 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 and adolescence
 - demonstrating an understanding that any intimate activities (including those involving intimate images) must be consensual
 - **Explore the impact of transition and change on identities**
 - How might the changing ways in which you think about yourself and others influence your identity?

Content – Elaborations

- **non-locomotor:** movements performed “on the spot” without travelling across the floor or surface; could include:
 - balancing
 - bending
 - twisting
 - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
 - rolling
 - jumping
 - hopping
 - running
 - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:
 - bouncing
 - throwing
 - catching
 - kicking
 - striking
- **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 to/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)
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 - using heart rate monitors
 - checking pulse
 - checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level)
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 - jumping rope
 - swimming
 - running
 - bicycling
 - Hula Hoop
- **rhythmic activities:** activities designed to move our bodies in rhythm; could include:
 - dancing

Content – Elaborations

- gymnastics
- **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
 - tag
 - parachute activities
 - 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 participate in stretching exercises)
- **effects:** effects on the body produced by physical activities could include:
 - strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., fitness circuits and/or jumping and landing)
 - strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking)
 - reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate
- **personal eating choices:** influences could include
 - family traditions
 - personal taste and texture preferences
 - allergies
 - culture and celebrations
 - media messages
 - peers
 - differing options in various settings (e.g., school, home, community)
- **sexually transmitted infections:** include:
 - gonorrhea
 - chlamydia
 - herpes
- **life-threatening communicable diseases** include:
 - HIV/AIDS
 - hepatitis B and C

Content – Elaborations

- meningococcal C
- **sources of health information:** could include:
 - medical professionals
 - professionally produced health pamphlets
 - eHealth information
 - community support services
- **responding to emergencies:** basic principles include:
 - following safety guidelines
 - having an emergency response plan
 - knowing how to get help
- **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)
 - 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
 - awareness of abusive and harmful behaviours, including those comprised in sexual harassment, abuse, and dating violence.
- **signs and symptoms of stress, anxiety, and depression:** 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 changes:** 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 as changes in mood)

BIG IDEAS

Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.

Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.

Healthy choices influence our physical, emotional, and mental well-being.

Healthy relationships can help us lead rewarding and fulfilling lives.

Advocating for the health and well-being of others connects us to our community.

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"> • Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments • Develop and apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity designed to enhance and maintain health components of fitness • Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness • Develop strategies for promoting healthy eating choices in different settings • Assess factors that influence healthy choices and their potential health effects • Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour • Identify and apply strategies to pursue personal healthy-living goals • Reflect on outcomes of personal healthy-living goals and assess strategies used 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • training principles to enhance personal fitness levels including the FITT principle, SAID principle, and specificity • effects of different types of physical activity on the body • healthy sexual decision making • marketing and advertising tactics aimed at children and youth, including those involving food and supplements • potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations • Propose strategies for responding to discrimination, stereotyping, and bullying • Propose strategies for developing and maintaining healthy relationships • Create strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being and substance use, for others • Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence • Explore and describe the impact of transition and change on identities 	<ul style="list-style-type: none"> • consequences of bullying, stereotyping, and discrimination • media and social influences related to psychoactive substance use and potentially addictive behaviours • signs and symptoms of stress, anxiety, and depression • influences of physical, emotional, and social changes on identities and relationships

Curricular Competencies – Elaborations

- Physical literacy:
 - **Develop and apply a variety of movement concepts and strategies in different physical activities**
 - What strategies can you use to gain some type of advantage in a game situation?
 - **Apply methods of monitoring and adjusting exertion levels in physical activity**
 - Examples of methods of monitoring and adjusting physical exertion levels:
 - heart rate monitors
 - rate of perceived exertion scales to self-assess exertion levels and make appropriate adjustments related to the activity
 - **Identify and describe preferred types of physical activity**
 - Examples of types of physical activity:
 - indoor or outdoor activities
 - individual activities or activities with others
 - competitive or non-competitive activities
- Healthy and active living:
 - **Participate daily in physical activity designed to enhance and maintain health components of fitness**
 - Which health components of fitness are influenced by the different types of physical activities you participate in?
 - **Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour**
 - What influences might different health messages have on people?
 - **Reflect on outcomes of personal healthy-living goals and assess strategies used**
 - How did the strategies you used to pursue your healthy-living goals influence the results?
- Social and community health:
 - **Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations**
 - How can you avoid an unsafe or potentially exploitive situation on the Internet, at school, and in the community?
 - 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 situations
 - 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 out 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 respected
- recognizing 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)
- **Propose strategies for responding to discrimination, stereotyping, and bullying**
 - What can you do if you are being bullied and/or see someone else being bullied?
 - cultivating an awareness of bullying, discrimination, and violence based on gender identity/ expressions, sexuality, race, religion, ethnicity, etc.
 - assessing the situation, being assertive, reporting, seeking help
 - advocating for others
- **Propose strategies for developing and maintaining healthy relationships**
 - 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
 - developing assertive strategies (e.g., saying no, stating how you feel)
 - using and modeling a ‘yes means yes’ narrative
 - understanding that healthy relationships include respecting boundaries, the ability to say no, hear/ accept no, respecting body language, etc.
 - other strategies for maintaining healthy relationships could include:
 - open communication
 - listening
 - trust
 - maintaining mutual respect
- Mental well-being:
 - **Describe and assess strategies for managing problems related to mental well-being and substance use, for others**
 - What resources exist in your school and/or community to help students or others with problems related to mental well-being and/or substance use?
 - **Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence**
 - How do the various changes you may be experiencing during adolescence influence your relationships with others?
 - 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 and adolescence
 - demonstrating an understanding that any intimate activities (including those involving intimate images) must be consensual
 - **Explore and describe the impact of transition and change on identities**
 - How might the changing ways in which you think about yourself and others influence your identity?

Content – Elaborations

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Content – Elaborations

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 - 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 participate in stretching exercises)
- **effects:** effects on the body produced by physical activities could include:
 - strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., fitness circuits and/or jumping and landing)
 - strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking)
 - reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate
- **healthy sexual decision making:** practices could include:
 - 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
- **marketing and advertising tactics:** could include:
 - using famous people to endorse products
 - false and/or misleading health claims (e.g., weight-loss or muscle-gaining supplements)
 - colourful and/or distracting advertising to get the attention of youth
- **nutrition**
 - foods provide different nutrients that our bodies need to grow
 - some nutrients we need less of (sugar, sodium) and some we need more of (fibre)
 - learning to plan and make our own food is a lifelong skill
 - influences on food choices may include advertising, social media, colonization, diet culture messages and food access
- **sources of health information:** could include:

Content – Elaborations

- 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
- **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)
 - 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
 - awareness of abusive and harmful behaviours, including those comprised in sexual harassment, abuse, and dating violence
- **psychoactive substances:** include:
 - alcohol
 - tobacco
 - illicit drugs
 - solvents
- **signs and symptoms of stress, anxiety, and depression:** 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 changes:** 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 as changes in mood)

BIG IDEAS

Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.

Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.

Healthy choices influence our physical, emotional, and mental well-being.

Healthy relationships can help us lead rewarding and fulfilling lives.

Advocating for the health and well-being of others connects us to our community.

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"> • Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments • Develop and apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity designed to enhance and maintain health components of fitness • Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness • Propose healthy choices that support lifelong health and well-being • Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour • Identify and apply strategies to pursue personal healthy-living goals • Reflect on outcomes of personal healthy-living goals and assess strategies used 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity • effects of different types of physical activity on the body • healthy sexual decision making • potential short- and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • consequences of bullying, stereotyping, and discrimination • physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours • signs and symptoms of stress, anxiety, and depression • influences of physical, emotional, and social changes on identities and relationships

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations • Analyze strategies for responding to discrimination, stereotyping, and bullying • Propose strategies for developing and maintaining healthy relationships • Create strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none"> • Analyze strategies for promoting mental well-being, for self and others • Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others • Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence • Explore and describe factors that shape personal identities, including social and cultural factors 	

Curricular Competencies – Elaborations

- Physical literacy:
 - **Develop and apply a variety of movement concepts and strategies in different physical activities**
 - What strategies can you use to gain some type of advantage in a game situation?
 - **Apply methods of monitoring and adjusting exertion levels in physical activity**
 - Examples of methods of monitoring and adjusting physical exertion levels:
 - heart rate monitors
 - rate of perceived exertion scales to self-assess exertion levels and make appropriate adjustments related to the activity
 - **Identify and describe preferred types of physical activity**
 - Examples of types of physical activity:
 - indoor or outdoor activities
 - individual activities or activities with others
 - competitive or non-competitive activities
- Healthy and active living:
 - **Participate daily in physical activity designed to enhance and maintain health components of fitness**
 - Which health components of fitness are influenced by the different types of physical activities you participate in?
 - **Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour**
 - How might health messages attempt to influence people’s behaviours?
 - **Reflect on outcomes of personal healthy-living goals and assess strategies used**
 - How did the strategies you used to pursue your healthy-living goals influence the results?
- Social and community health:
 - **Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations**
 - How can you avoid an unsafe or potentially exploitive situation on the Internet, at school, and in the community?
 - 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 out 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 respected
- recognize that survivors experience the results of abuse differently and it can show up differently from person to person
- raising awareness of exploitative situations pertaining to consent and gender-based violence (e.g., human trafficking, coercion, deceit) and advocating for the safety of themselves and others
- **Analyze strategies for responding to discrimination, stereotyping, and bullying**
 - What can you do if you are being bullied and/or see someone else being bullied?
 - 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
- **Propose strategies for developing and maintaining healthy relationships**
 - 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
- Mental well-being:
 - **Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others**
 - What resources exist in your school and/or community to help students or others with problems related to mental well-being and/or substance use?
 - **Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence**
 - How do the various changes you may be experiencing during adolescence influence your relationships with others?
 - 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
 - **Explore and describe factors that shape personal identities including social and cultural factors**
 - What are some social and cultural factors that influence your personal identity?

Content – Elaborations

- **non-locomotor:** movements performed “on the spot” without travelling across the floor or surface; could include:
 - balancing
 - bending
 - twisting
 - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
 - rolling
 - jumping
 - hopping
 - running
 - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:
 - bouncing
 - throwing
 - catching
 - kicking
 - striking
- **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 to/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

Content – Elaborations

- gymnastics
- **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
 - tag
 - parachute activities
 - 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 participate in stretching exercises)
- **effects:** effects on the body produced by physical activities could include:
 - strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., fitness circuits and/or jumping and landing)
 - strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking)
 - reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate
- **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
- **strategies to protect themselves and others:** could include:
 - strategies include:

Content – Elaborations

- knowing their right not to be abused
- understanding 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)
- 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
- awareness of abusive and harmful behaviours, including those comprised in sexual harassment, abuse, and dating violence

• **psychoactive substances:** could include:

- alcohol
- tobacco
- illicit drugs
- solvents

• **signs and symptoms of stress, anxiety, and depression:** 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., understanding 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 changes:** 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 as changes in mood)