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| **Physical and Health Ed 1 -** **Planning KDU** | | | | |
| **CORE COMPETENCIES**  **COMMUNICATION** | | **CORE COMPETENCIES**  **THINKING (CRITICAL/CREATIVE)** | | **CORE COMPETENCIES**  **(PERSONAL/SOCIAL)** |
| **CURRICULAR COMPETENCIES** | **BIG IDEA (Understand…)** | | **What do we want students to DO?**  **(Activities, lessons…)** | **Content (& Elaborations)**  **(Know)** |
| **Physical Literacy**   * Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments * Describe the body’s reaction *(How different is your breathing when you are running in a game and when you are sitting?)*  to participating in physical activity in a variety of environments * Develop and demonstrate safety, fair play, and leadership in physical activities   **Healthy and active living**   * Participate daily in physical activity at moderate to vigorous intensity levels * Identify opportunities *(What kinds of activities do you like to participate in on a daily basis at school, at home, or in the community?)* 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 *(Why is it important to eat from a variety of food groups and stay hydrated throughout each day?)* * Identify opportunities to make choices *(What types of choices can you make for your health and well-being?)* that contribute to health and well-being * Recognize basic health information from a variety of sources   **Social and community health**   * Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable *(What are some factors that might make a situation unsafe and/or uncomfortable?)* situations * Develop and demonstrate respectful behaviour when participating in activities with others * Identify caring behaviours *(How do caring behaviours make people feel?)* among classmates and within families   **Mental well-being**   * Identify and describe practices *(What are some practices that help you feel good about yourself?)* that promote mental well-being * Identify and describe feelings and worries * Identify personal skills, interests, and preferences | Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. | | *Questions to support inquiry with students:*   * How different is your breathing when you are running in a game and when you are sitting? | * proper technique for fundamental movement skills, including 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)*, and 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)* skills * how to participate in different types of physical activities, including 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)*, and 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; different types of foods provide different health benefits; water is the best choice for staying hydrated)* * effects *(increased breathing; increased thirst; sweating; using our muscles; feeling good)* of different activities on the body |
| **Evidence of Experience (Show)** | | | |
| **BIG IDEA (Understand…)** | | **What do we want students to DO?**  **(Activities, lessons…)** | **Content (& Elaborations)**  **(Know)** |
| 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. | | *Questions to support inquiry with students:*   * Why is it important to eat from a variety of food groups and stay hydrated throughout each day? * What types of choices can you make for your health and well-being? * What are some factors that might make a situation unsafe and/or uncomfortable? * What are some practices that help you feel good about yourself? | * Practices *(getting adequate sleep; participating in physical activity; making healthy eating choices; participating in relaxing activities; illness prevention through washing hands and proper hygiene)* that promote health and well-being * names for parts of the body *(male and female private parts; arms; legs; heart; muscles)*, including male and female private parts * appropriate *(could include touches that feel welcome and safe (medical checkups, high-fives))* and inappropriate *(could include touches that hurt or make us feel uncomfortable (touching of private parts))* ways of being touched * different types of substances *(poisons; medications; psychoactive substances)* and how to safely use or avoid them * hazards and potentially unsafe situations *(cars on the road; strangers)* * caring behaviours *(nurturing; providing guidance; loving; respecting)* in groups and families * emotions and their causes and effects * reliable sources *(medical professionals; safety/medical signs; parents)* of health information |
| **Evidence of Experience (Show)** | | | |
| **BIG IDEA (Understand…)** | | **What do we want students to DO?**  **(Activities, lessons…)** | **Content (& Elaborations)**  **(Know)** |
|  | | *Questions to support inquiry with students:* |  |
| **Evidence of Experience (Show)** | | | |