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| **Physical and Health Ed 2 -** **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 * Apply methods of monitoring exertion levels *(activities with or without equipment - 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 level)* 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 *(indoor or outdoor activities; free play or structured activities; activities with or without equipment)*   **Healthy and active living**   * Participate daily in physical activity at moderate to vigorous intensity levels * Identify and describe 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 * Explore strategies for making healthy eating choices *(What are some factors that influence your healthy eating choices?)* * Describe ways to access information *(Where can you find health information when you are at school?)* on and support services for a variety of health topics * 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?)* * 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 *(What types of outdoor activities can you participate in in your community?)*   **Mental well-being**   * Identify and apply strategies that promote mental well-being *(get enough sleep; talk about feelings; participate in regular physical activity)* * Identify and describe feelings and worries and strategies *(How do you respond to different feelings that you have?)* for dealing with them * Identify personal skills, interests, and preferences and describe how they influence self-identity *(What factors contribute to how you see yourself?)* | Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.  Learning how to participate and move our bodies in different physical activities helps us develop physical literacy. | | *Questions to support inquiry with students:*   * How does daily physical activity affect all aspects of well-being? | * proper technique for fundamental movement skills, including non-locomotor *(movement skills performed “on the spot” without travelling across the floor or surface - balancing; bending; twisting; lifting)*, locomotor *(movement skills that incorporate travelling across the floor or surface - 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 * ways to 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)* * how to participate in different types of physical activities, including individual and dual activities *(activities that can be done individually and/or with others: jumping rope; swimming; running; bicycling; Hula Hoop)*, rhythmic activities *(activities designed to move our bodies in rhythm: dance; gymnastics)*, and games *(types of play activities that usually involve rules, challenges, and social interaction: tag; parachute activities; co-operative challenges; Simon Says; team games; traditional Aboriginal games)* * 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)** |
| Adopting healthy personal practices and safety strategies protects ourselves and others.  Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.  Our physical, emotional, and mental health are interconnected. | | *Questions to support inquiry with students:*   * What does healthy living mean to you? * What are some factors that influence your healthy eating choices? * What are some factors that might make a situation unsafe and/or uncomfortable? * What factors contribute to how you see yourself? | * Practices that promote health and well-beingincluding those relating to physical activity *(getting 60-90 minutes of moderate to vigorous physical activity each day)*, nutrition *(getting the recommended nutrients from the different food groups each day)* and illness prevention *(washing hands; covering mouth when coughing; resting when sick; staying away from others when sick)* * strategies for accessing health information *(speaking to a trusted adult; speaking to a medical professional; looking for health and safety signs)* * strategies and skills to use in potentially hazardous, unsafe, or abusive situations *(using a strong voice to say “no,” “stop,” “I don’t like this”; calling out for help and getting away if possible; telling a trusted adult until you get help; not giving out personal information (to strangers, on the Internet))* * Effects of different substances *(poisons; medications; psychoactive substances)* and strategies for preventing personal harm * Managing and expressing emotions * Factors that influence self-identity *(could include: self-esteem; self-efficacy; cultural heritage; body image)* |
| **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)** | | | |