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| **Physical and Health Ed 3 -** **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 apply a variety of fundamental movement skills in a variety of physical activities and environments * Apply a variety of movement concepts and strategies *(What types of strategies can help you succeed in different physical activities?)* in different physical activities * 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 *(Examples: 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 for and potential challenges *(lack of time after school; not knowing where to be physically active; not having access to places to be physically active)* to being physically active at school, at home, and in the community * Explore and describe strategies for making healthy eating choices *(What are some factors that can help you make healthy eating choices in different places?)* in a variety of settings * 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 strategies for pursuing personal healthy living goals *(identify an area related to healthy living that you would like to focus on (“I want to be more physically active”); explore possible ways to reach your goal (“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?)* * 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?)* * 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 *(getting enough sleep; talking about feelings; participating in regular physical activity)* * Describe physical, emotional and social changes *(How do the various changes you may be experiencing influence your relationships with others?)* as students grow older * Describe factors that influence mental well-being *(self-esteem; self-efficacy; stress levels; personal interests)*  and self-identity | Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.  Movement skills and strategies help us learn how to participate in different types of physical activity. | | *Questions to support inquiry with students:*   * How does daily physical activity affect all aspects of well-being? * What types of strategies can help you succeed in different physical activities? | * 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 * movement concepts *(body awareness (parts of the body, weight transfer); spatial awareness (general spacing, directions, pathways); effort awareness (speed, force); relationships to/with others and objects)* and strategies *(include a variety of approaches that will help a player or team successfully achieve a movement outcome or goal (moving into space away from an opponent to receive a pass))* * 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)* * 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)* |
| **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 can help you make healthy eating choices in different places? * What can you do to stand up for yourself in an unsafe and/or uncomfortable situation? * How does acknowledging similarities and differences between you and your peers influence your relationships with them? | * 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)* * nutrition *(types of roles of nutrients; eating three meals and two to three snacks each day; limiting foods high in fat, sodium, and sugar)* and hydration *(water is the best choice for hydration)* choices to support different activities and overall health * 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))* * nature and consequences of bullying * Effects of different substances *(poisons; medications; psychoactive substances)* and strategies for preventing personal harm * relationship between worries and fears * Factors that influence self-identity *(could include: cultural heritage; interests; media; peers)* |
| **Evidence of Experience (Show)** | | | |
| **BIG IDEA (Understand…)** | | **What do we want students to DO?**  **(Activities, lessons…)** | **Content (& Elaborations)**  **(Know)** |
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