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| **Physical and Health Ed 4 -** **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 *(heart rate monitors; rate of perceived exertion scales; talk test)* in physical activity
* Develop and demonstrate safety, fair play, and leadership in physical activities
* Identify and describe preferred types of physical activity *(indoor or outdoor activities; team games or recreational activities)*

**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 participation in preferred types of physical activity at school, at home, and in the community
* Explain the relationship of healthy eating *(Why is it important to eat a variety of foods from the different food groups?)* to overall health and well-being
* Identify and describe factors that influence healthy choices
* Examine and explain how health messages can influence behaviours *(How might health messages in the media influence your behaviour?)* and decisions
* Identify and apply strategies for pursuing personal healthy-living goals *(*eg. *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 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 assess strategies for responding to discrimination, stereotyping, and bullying *(What resources exist in your school to help students who are being bullied?)*
* Describe and apply strategies for developing and maintaining positive relationships
* Describe and apply strategies that promote a safe and caring environment

**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 *(How do the various changes you may be experiencing during puberty influence your relationships with others?)* during puberty
* Describe factors that positively influence mental well-being and self-identity *(self-esteem; self-efficacy; stress levels; personal interests)*
 | 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. | *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 heart rate monitors; checking pulse; checking rate of perceived exertion (five-point scale to self-assess physical exertion level))*
* 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)*
* benefits *(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)* of physical activity and exercise
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| **Evidence of Experience (Show)** |
| **BIG IDEA (Understand…)** | **What do we want students to DO?****(Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
| 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. | *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?
* How might health messages in the media influence your behaviour?
* What can you do to stand up for yourself in an unsafe and/or uncomfortable situation?
* What strategies do you use to promote your mental well-being?
 | * Practices that promote health and well-beingincluding those relating to physical activity *(getting 60-90 minutes of moderate to vigorous physical activity each day)*, sleep *(getting approximately 10-11 hours of sleep each night),* healthy eating *(choosing a variety of foods from the different food groups to support a healthy lifestyle)* and illness prevention *(washing hands; covering mouth when coughing; resting when sick; staying away from others when sick)*
* food portion sizes and number of servings *(recommended daily servings for students aged 9-13: six servings of vegetables and fruit; six servings of grain products; three to four servings of milk and alternatives; one to two servings of meat and alternatives)*
* communicable *(illnesses that can be spread or contracted from person to person)* and non-communicable *(* *illnesses that cannot be “caught” from someone else)*  illnesses
* media messaging *(* *health-related messages that are communicated through media sources, such as the Internet, magazines, TV)* and body image
* 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))*  including identifying common lures or tricks used by potential abusers *(could include: offering special attention or compliments; saying they know a family member; using the Internet to get to know you)*
* strategies for responding to bullying, discrimination, and violence *(assessing the situation; avoiding; being assertive; reporting; seeking help)*
* potential effects of psychoactive substance *(could include: alcohol; tobacco; illicit drugs; solvents)* use, and strategies for preventing personal harm
* Factors that influence self-identity including body image *(how we see and feel about our bodies; can be influenced by the words and actions of others)* and 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 *(how students’ bodies are growing and changing during puberty)*, emotional *(how students’ thoughts and feelings might evolve or change during puberty)*, and social *(how students interact with others and how their relationships might evolve or change during puberty)* changes that occur during puberty, including those involving sexuality *(having a capacity for sexual feelings)* and sexual identity *(component of a person’s identity that reflects his or her sexual self-concept)*
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| **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)** |