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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 |
| **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)* |
| **Evidence of Experience (Show)** | | | |
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