

2015

REVISED

The Ontario Curriculum
Grades 9 to 12

Health and Physical Education



support every child
reach every student

 Ontario

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PREFACE

This document replaces *The Ontario Curriculum, Grades 9 and 10: Health and Physical Education, 1999* and *The Ontario Curriculum, Grades 11 and 12: Health and Physical Education, 2000*. Beginning in September 2015, all health and physical education courses for Grades 9 to 12 will be based on the expectations outlined in this document.

SECONDARY SCHOOLS FOR THE TWENTY-FIRST CENTURY

The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

The revised curriculum recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum; that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse, and helps all learners develop the knowledge, skills, and perspectives they need to be informed, productive, caring, responsible, healthy, and active citizens in their own communities and in the world.

SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN

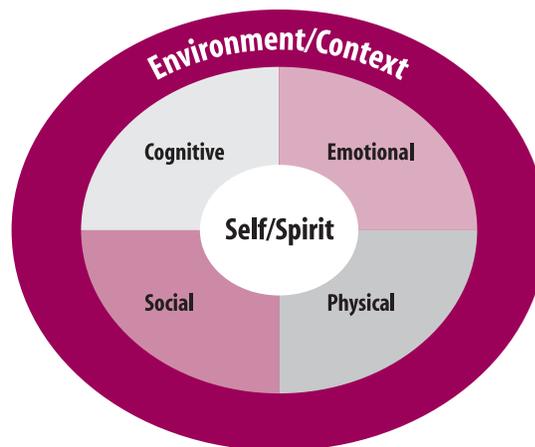
Promoting the healthy development of all students, as well as enabling all students to reach their full potential, is a priority for educators across Ontario. Students' health and well-being contribute to their ability to learn in all disciplines, including health and physical education, and that learning in turn contributes to their overall well-being. The health and physical education curriculum engages students in learning about the factors that contribute to health and well-being and in building skills to live healthy, active lives.

Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

A variety of factors, known as the “determinants of health” (discussed in this document on pages 11–12), have been shown to affect a person’s overall state of well-being. Some of these are income, education and literacy, gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together, such factors influence not only whether a person is physically healthy but also the extent to which he or she will have the physical, social, and personal resources needed to cope and to identify and achieve personal aspirations. These factors also have an impact on student learning, and it is important to be aware of them as factors contributing to a student’s performance.

An educator’s awareness of and responsiveness to students’ cognitive, emotional, social, and physical development is critical to their success in school. A number of research-based frameworks, including those described in *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) and *Stepping Stones: A Resource on Youth Development* (2012),¹ identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age-dependent.

The framework described in *Stepping Stones* is based on a model that illustrates the complexity of human development. Its components – the cognitive, emotional, physical, and social domains – are interrelated and interdependent, and all are subject to the influence of a person’s environment or context. At the centre is an “enduring (yet changing) core” – a sense of self, or spirit – that connects the different aspects of development and experience (p. 17).



Source: *Stepping Stones: A Resource on Youth Development*, p. 17

1. Best Start Expert Panel on Early Learning, *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) is available at www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf, and Government of Ontario, *Stepping Stones: A Resource on Youth Development* (2012), is available at www.children.gov.on.ca/htdocs/English/documents/topics/youthopportunities/steppingstones/SteppingStones.pdf.

Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on the following elements:

- ***cognitive development*** – brain development, processing and reasoning skills, use of strategies for learning
- ***emotional development*** – emotional regulation, empathy, motivation
- ***social development*** – self-development (self-concept, self-efficacy, self-esteem); identity formation (gender identity, social group identity, spiritual identity); relationships (peer, family, romantic)
- ***physical development*** – physical activity, sleep patterns, changes that come with puberty, body image, nutritional requirements

The Role of Mental Health

Mental health touches all components of development. As students will learn in the courses outlined in this document, mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate services.²

What happens at school can have a significant influence on a student's well-being. With a broader awareness of mental health, educators can plan instructional strategies that contribute to a supportive classroom climate for learning in all subject areas, build awareness of mental health, and reduce stigma associated with mental illness. Taking students' well-being, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning.

2. See the ministry document *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being* (2013), and pages 39–40 and 42–43 in this document.

INTRODUCTION

VISION AND GOALS OF THE HEALTH AND PHYSICAL EDUCATION CURRICULUM

The revised health and physical education curriculum is based on the vision that the knowledge and skills students acquire in the program will benefit them throughout their lives and enable them to thrive in an ever-changing world by helping them develop physical and health literacy as well as the comprehension, capacity, and commitment they will need to lead healthy, active lives and promote healthy, active living.

The goals of the health and physical education program are as follows.

Students will develop:

- the living skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes;
- the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, through opportunities to participate regularly and safely in physical activity and to learn how to develop and improve their own personal fitness;
- the movement competence needed to participate in a range of physical activities, through opportunities to develop movement skills and to apply movement concepts and strategies in games, sports, dance, and various other physical activities;
- an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and an understanding of how living healthy, active lives is connected with the world around them and the health of others.

The knowledge and skills acquired in health education and physical education form an integrated whole that relates to the everyday experiences of students and provides them with the physical literacy and health literacy they need to lead healthy, active lives.

Physical Literacy

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

- *Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.*
- *They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.*
- *These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.*

Physical and Health Education Canada, “What Is Physical Literacy?”,
www.phecanada.ca/programs/physical-literacy/what-physical-literacy

Health Literacy

Health literacy involves the skills needed to get, understand and use information to make good decisions for health. The Canadian Public Health Association’s Expert Panel on Health Literacy defines it as the ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course.

Irving Rootman and Deborah Gordon-El-Bihbety, *A Vision for a Health Literate Canada: Report of the Expert Panel on Health Literacy* (Ottawa: Canadian Public Health Association, 2008).

THE IMPORTANCE OF THE HEALTH AND PHYSICAL EDUCATION CURRICULUM

The health and physical education curriculum includes health and physical education in Grades 1–8, Healthy Active Living Education courses in Grades 9–12, and specialized destination courses in Grades 11 and 12. This curriculum helps students develop an understanding of what they need in order to make a commitment to lifelong healthy, active living and develop the capacity to live satisfying, productive lives. Healthy, active living benefits both individuals and society in many ways – for example, by increasing productivity and readiness for learning, improving morale, decreasing absenteeism, reducing health-care costs, decreasing anti-social behaviour such as bullying and violence, promoting safe and healthy relationships, and heightening personal satisfaction. Research has shown a connection between increased levels of physical activity and better academic achievement, better concentration, better classroom behaviour, and more focused learning. Other benefits include improvements in psychological well-being, physical capacity, self-concept, and the ability to cope with stress. The expectations that make up this curriculum also provide the opportunity for students to develop social skills and emotional well-being. In the senior grades, three destination courses provide students with knowledge and skills related to specialized areas that they may choose to pursue after graduation. The practical, balanced approach adopted in all courses in this curriculum will help students move successfully through secondary school and postsecondary education or training, and into the workplace. In health and physical education, students will learn the skills needed to be successful in life as active, healthy, and socially responsible citizens.

The Ontario Health and Physical Education Curriculum, Grades 9–12

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The fundamental principles of health and physical education are incorporated and applied to support learning in the Grade 11 and 12 destination courses:

- **Health for Life**
Grade 11, College
PPZ3C
- **Introductory Kinesiology**
Grade 12, University
PSK4U
- **Recreation and Healthy Active Living Leadership**
Grade 12, University/College
PLF4M

HEALTHY ACTIVE LIVING EDUCATION
Grades 9–12, Open
(PPL10/20/30/40)

The health and physical education curriculum promotes important educational values and goals that support the development of character. These include striving to achieve one’s personal best, equity and fair play, respect for diversity, sensitivity and respect for individual requirements and needs, and good health and well-being. These values are reinforced in other curriculum areas, as well as by society itself. Working together, schools and communities can be powerful allies in motivating students to achieve their potential and lead healthy, active lives.

The content and the setting of learning in health and physical education make it unique in a student’s school experience. Students are given opportunities to learn by doing. Their experiences in the program can include participating kinesthetically in activities in a gymnasium, in open spaces in the school, and outdoors; working with various types of equipment; working in a variety of group contexts; and discussing topics that have deep personal relevance and meaning. Students have opportunities to learn through creative work, collaboration, and hands-on experiences.

Fundamental Principles in Health and Physical Education

The revised health and physical education curriculum from Grade 1 to Grade 12 is founded on the following principles.³

1. *Health and physical education programs are most effective when they are delivered in healthy schools and when students' learning is supported by school staff, families, and communities.*

When students see the concepts they are learning in health and physical education reflected and reinforced through healthy-school policies and healthy practices in their families and communities, their learning is validated and reinforced. Students are then more likely to adopt healthy active living practices and maintain them throughout their lives.

2. *Physical activity is the key vehicle for student learning.*

Health and physical education offers students a unique opportunity for kinesthetic learning – they learn about healthy, active living primarily by “doing”, that is, through physical activity. In health and physical education, students discover the joy of movement, learn about their bodies, and develop physical and cognitive skills that will contribute to their lifelong health and well-being.

3. *Physical and emotional safety is a precondition for effective learning in health and physical education.*

Students learn best in an environment that is physically and emotionally safe. In health and physical education, students are learning new skills and participating in a physical environment where there is inherent risk. They are learning in a public space where others can see them explore, learn, succeed, and make mistakes. They discuss health topics that have implications for their personal health and well-being. It is critical that teachers provide a physically and emotionally safe environment for learning by emphasizing the importance of safety in physical activity, treating students with respect at all times, being sensitive to individual differences, following all board safety guidelines, and providing an inclusive learning environment that recognizes and respects the diversity of all students and accommodates individual strengths, needs, and interests.

4. *Learning in health and physical education is student-centred and skill-based.*

Learning in health and physical education should be directly connected to the needs and abilities of individual students. The curriculum expectations are age-related but not age-dependent – the readiness of students to learn will depend on their individual physical and emotional development. The learning in all strands is focused on individual skill development for healthy, active living, supported by knowledge of content and conceptual understanding. In order to reach their full potential, students need to receive progressive instruction and constructive feedback, as well as numerous opportunities to practise, reflect, and learn experientially in a safe environment.

3. The Grade 11 and 12 destination courses integrate these principles while also focusing on specialized topics.

5. Learning in health and physical education is balanced, integrated, and connected to real life.

Health and physical education is *balanced* in that it addresses both the physical and cognitive needs of students. It also addresses their psychological and social needs. It is important for teachers to provide adequate time and resources for all aspects of the program, and not to allow any one aspect to be emphasized at the expense of others. Learning in health and physical education is *integrated* because the connections between the various elements of the program – active living, movement competence, healthy living, and living skills – are always recognized. Understanding these connections provides the foundation for health and physical literacy, overall well-being, and lifelong healthy, active living. Finally, health and physical education is *highly relevant to students' present and future lives in a complex, global, technology-rich, and rapidly changing world*, and students need to understand this if they are to develop the comprehension, commitment, and capacity to participate in and promote healthy, active living.

FOUNDATIONS FOR A HEALTHY SCHOOL

Students' learning in health and physical education helps them make informed decisions about all aspects of their health and encourages them to lead healthy, active lives. This learning is most authentic and effective when it occurs within the context of a “healthy” school. The implementation of the health and physical education curriculum is a significant component of a healthy learning environment that supports well-being.

The Ministry of Education's *Foundations for a Healthy School* (www.edu.gov.on.ca/eng/healthyschools/foundations.html) identifies five interconnected areas that together inform a comprehensive approach to developing a healthier school. (The five areas align closely with the K–12 School Effectiveness Framework.) This comprehensive approach ensures that students learn about healthy, active living in an environment that reinforces their learning through policies, programs, and initiatives that promote healthy, active living. The five areas are as follows:

- Curriculum, Teaching, and Learning
- School and Classroom Leadership
- Student Engagement
- Social and Physical Environments
- Home, School, and Community Partnerships

Curriculum, Teaching, and Learning

The implementation of the health and physical education curriculum provides students with a wide range of opportunities to learn, practise, and demonstrate knowledge and skills related to healthy and active living. Instruction and implementation of the curriculum can lay the foundation for students to make choices that support healthy, active living outside instructional time. In order to ensure effective health and physical education programs, it is important for teachers and school administrators to participate in focused professional learning opportunities.

School and Classroom Leadership

School and classroom leadership focuses on creating a positive classroom and school environment by identifying shared goals and priorities that are responsive to the needs

of the school community. This can include integrating healthy schools policies and programs into school improvement planning processes; establishing a collaborative learning culture that fosters innovation; ensuring that policies and procedures related to student well-being are in place; and collecting and using data to identify priorities and inform programming.

Student Engagement

Student engagement refers to students identifying with and valuing their learning; feeling a sense of belonging at school; and being informed about, engaged with, and empowered to participate in and lead academic and non-academic activities. Student engagement is strengthened when opportunities are provided for students to take leadership roles in relation to their learning, the learning environment, and their well-being; when students are supported in developing the skills they need to be self-directed, self-monitoring learners, through the use of assessment *for* learning, assessment *as* learning, and assessment *of* learning approaches; and when the diverse perspectives of students are taken into account in school decision-making processes.

Social and Physical Environments

Healthy, safe, and caring social and physical environments support learning and contribute to the positive cognitive, emotional, social, and physical development of students. The social and physical environments can affect both conditions for learning and opportunities for physical activity and healthy living. Sustaining physically healthy and socially supportive environments involves providing ongoing support for the development and maintenance of positive relationships within a school and school community; considering how these environments are influenced by various features and aspects of the school premises and surroundings (e.g., buildings and grounds, routes to and from school, facilities in the school community); and considering the availability of appropriate material and equipment used for various purposes on school premises (e.g., visual supports, program materials, technology).

Home, School, and Community Partnerships

Home, school, and community partnerships engage parents, extended family, school staff, and community groups in a mutually beneficial way to support, enhance, and promote opportunities for learning and healthy schools policies, programs, and initiatives. These partnerships can involve engaging and coordinating services, expertise, and resources that are available, within the school and local community, from a wide array of groups (e.g., school council, student council, public health units); and making connections with the broader community through on-site programs such as child care and family support programs. Partnerships can also be formed that draw on services, expertise, and resources that are available beyond the local community (e.g., in regional, provincial, or national organizations).

Determinants of Health

The World Health Organization (WHO) declared in the preamble to its constitution, which came into force in 1948, that health is “a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity”. Today, Health Canada includes the following in its list of “determinants of health” (that is, factors and conditions that can have a significant influence on a person’s health): income and social status, social support networks, education and literacy, employment and working conditions, physical and social environments, biology and genetic endowment, personal

health practices and coping skills, healthy child development, availability and quality of health services, gender, culture, and other factors. Other recent models describe and group the factors differently and include additional factors, such as stress, food insecurity, care in early life, and Aboriginal status.⁴

Together, such factors affect an individual’s overall state of physical, mental, social, emotional, and spiritual well-being. They influence not only whether a person stays healthy or becomes ill but also the extent to which the person possesses the physical, social, and personal resources needed to identify and achieve personal aspirations, satisfy needs, and cope with the environment. These factors also have an impact on student learning as a whole, and are strongly connected to learning in health and physical education. Although students have varying degrees of control over these factors, it is important to be aware of them as contributing factors in student performance. It is also important to recognize the value of personal strategies that can be learned and practised to foster well-being in the face of stressful and challenging life circumstances.

ROLES AND RESPONSIBILITIES IN HEALTH AND PHYSICAL EDUCATION

Students

Students’ responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement and well-being. As they mature and as they develop the ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of unique challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their achievement and improvement is an important part of every student’s education, regardless of his or her circumstances.

Mastering the skills and concepts connected with learning in the health and physical education curriculum requires ongoing practice, an effort to respond to feedback (to the extent possible), personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices. Through ongoing practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, and of their health and well-being.

Students’ attitudes towards health and physical education can have a significant effect on their learning and their achievement of the expectations. Students who are strongly engaged and who are given opportunities to provide leadership are more likely to adopt practices and behaviours that support healthy, active living.

With teacher support and encouragement, students learn that they can apply the skills they acquire in one subject to various other contexts and subjects. For example, they can apply the problem-solving skills they use in mathematics as they learn new skills in health

4. For detailed current information on determinants of health, see the website of the Public Health Agency of Canada, at www.publichealth.gc.ca.

and physical education, and they can apply various other critical and creative thinking processes that they develop in health and physical education to their study of dance, or to question historical interpretations, or to make connections between personal actions and environmental impacts. They can also apply the knowledge and skills they acquire in health and physical education to make healthier choices in all aspects of their lives. They can apply the understanding of movement that they acquire in health and physical education to other physical activities that they participate in at school, at home, and in the community, and they can apply their learning about healthy living to make healthier food choices, help with meal preparation, and make decisions about substance use, sexual health, and injury prevention.

Parents

Parents⁵ play an important role in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can better appreciate what is being taught in the courses their daughters and sons are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also help parents understand how their children are progressing in school and enhance their ability to work with teachers to improve their children's learning.

Parents are the primary educators of their children with respect to learning about values, appropriate behaviour, and ethnocultural, spiritual, and personal beliefs and traditions, and they act as significant role models for their children. It is therefore important for schools and parents to work together to ensure that home and school provide a mutually supportive framework for young people's education.

Parents can support their children's learning effectively in a variety of ways. They can attend parent-teacher interviews, participate in parent workshops, and take part in school council activities or become a school council member. With respect to health and physical education, parents can support their children's learning by encouraging them to complete assignments at home and practise new skills, and by monitoring their progress. Parents can also be supportive by promoting and attending events related to healthy, active living at the school. Many parents can contribute to creating a healthy school environment through their expertise in a range of related disciplines. Parents who work in the health or recreation fields, for example, may be able to contribute as guest speakers or as volunteers during health or physical education classes or co-curricular activities or to serve as a resource for students conducting research projects.

Parents and all adult role models can also provide valuable support for their children's learning by being as physically active as they can be and by modelling healthy choices (to the extent possible) connected to eating, substance use, relationships, personal care, mental health, and injury prevention. Adolescents who have opportunities to be physically active with the family are more likely to continue to be active as adults. Families that select healthy foods and prepare healthy meals together help young people develop food literacy skills and reinforce healthy eating habits. In addition, eating meals together as a family has

5. The word *parent(s)* is used in this document to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

been shown to have an impact on reducing behaviours among adolescents that can lead to harm or injury. Moreover, by becoming involved in healthy, active living with their children, parents benefit as well.

Parents can help to show their children the value of their learning in health and physical education by taking an interest in the curriculum topics and helping to make connections at home and in the community as students apply their learning. Such an interest encourages students and promotes a positive attitude about healthy, active living. Helping students apply their learning might involve creating or facilitating opportunities for healthy activities as well as discussing various health-related topics, including possible activity choices, the benefits of adopting healthy eating habits, the importance of balancing all aspects of life, and the rewards of an active life as an engaged citizen. Through discussion with their children, parents also have an opportunity to learn about new approaches in physical activity and about emerging health issues.

By recognizing the achievements of their children in health and physical education, parents can help them develop confidence. Parents' involvement in their children's education also gives them an opportunity to promote the safety practices that their children learn in the health and physical education program (e.g., using hands-free devices while driving, eating a balanced diet based on the Canadian Food Guide, having regular physical exams, using sunscreen).

For healthy growth and development, the Canadian Physical Activity and Sedentary Behaviour Guidelines⁶ recommend that youth increase daily physical activity time and reduce sedentary time. While participation in sports and organized activities is beneficial, adolescents need to know that sports are not the only way to be active. Organized sports are not available in all communities, and some adolescents prefer to be active in other ways. Parents can encourage their children to be active by providing opportunities for hiking, outdoor activities, cycling, walking, gardening, and doing household chores. Parents are also encouraged to give adolescents opportunities to see and try new activities and to make use of community facilities such as parks, rinks, pools, and hiking and snow trails. Such opportunities help adolescents build confidence and experience and develop their appreciation of being active.

Teachers

Teachers and students have complementary responsibilities. Teachers develop appropriate and effective instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. Teachers reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and refine their critical-thinking, problem-solving, and communication skills as they engage in health and physical education activities, projects, and exploration. These activities should give students opportunities to relate their

6. Available at www.csep.ca/cmfiles/guidelines/csep_guidelines_handbook.pdf.

knowledge and skills in health and physical education to the social, cultural, environmental, and economic conditions and concerns of the world in which they live. Such opportunities will motivate students to participate in their communities as responsible and engaged citizens and to become lifelong learners.

Health and physical education teachers provide students with frequent opportunities to practise their skills and apply new learning and, through regular and varied assessment, give them the specific, descriptive feedback they need in order to further develop and refine their skills. Teachers can also help students understand that skill development often requires a considerable expenditure of time and energy and a good deal of perseverance. In the various areas of health and physical education, teachers can encourage students to explore alternative solutions and to take appropriate risks (while always considering personal safety) to become successful problem solvers. They promote the development of living skills as students learn about active living, movement competence, and healthy living. By assigning tasks that promote the development of higher-order thinking skills, teachers help students make connections to lifelong healthy living.

As part of effective teaching practice, teachers communicate with parents about what their children are learning. This communication occurs through the sharing of course outlines, ongoing formal and informal conversations, curriculum events, and other means of regular communication, such as newsletters, website postings, and blogs. Communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Stronger connections between the home and the school support student learning, achievement, and well-being.

Teaching health and physical education provides unique opportunities and challenges for teachers. Students in a gymnasium or outdoor setting demonstrate their learning in a very different way than in the classroom, and discussions related to health topics will often be closely tied to students' personal lives. These factors allow teachers to learn about their students in different ways and also require them to structure learning in a way that protects the self-respect and promotes the well-being of all students.

Teachers should follow the principle “first, do no harm” and ensure that the learning environment is always physically and emotionally safe. Because of the unique learning environment, health and physical education teachers often find themselves in the role of caring adult for students. This can be a fulfilling and also challenging responsibility, particularly when students choose to disclose personal information.⁷ It is important for educators to know and follow policies and guidelines regarding confidentiality and risk management (as they relate, for example, to suicide prevention) and be aware of professional boundaries and of pathways to professional care. It is also important to be aware of and carefully observe how students feel about various requirements of the program, from changing their clothing for physical education classes to participating in activities, demonstrating learning, working with others, and discussing health topics. To ensure physical safety, teachers must follow all board safety guidelines, as well as policies related to concussion (which cover prevention and processes for returning to physical activity and to learning). It is also critical to student success to create an

7. See pages 39–40 for a discussion of approaching topics in health instruction with additional sensitivity and awareness.

atmosphere in which students of all body shapes and sizes, abilities, gender identities and sexual orientations, and ethnocultural, racial, and religious backgrounds feel accepted, comfortable, and free from harassment.

To increase their comfort level and their skill in teaching health and physical education and to ensure effective delivery of the curriculum, teachers should reflect on their own attitudes, biases, and values with respect to the topics they are teaching and seek out current resources, mentors, and professional development and training opportunities, as necessary.

Learning in health and physical education can play a key role in shaping students' views about life, relationships, healthy development, physical activity, and how they learn. Teachers can reinforce this learning in many different ways. They can integrate it with aspects of learning from other areas of the curriculum and make connections to healthy-school policies. They can provide praise and encouragement to help students strive for and achieve their personal goals. They can remind students of the need to practise in order to improve skills and of the need to be active on a daily basis to develop the habit of physical activity and improve fitness, and they can provide students with opportunities to do these things within instructional time. They can also help students learn about careers in various areas of health, wellness, sport, fitness, outdoor and environmental studies, and recreation. By using all of these strategies, teachers can help students develop a positive attitude towards health and physical education, and support their understanding of the role of healthy active living concepts in their lives. Teachers can help students see connections between what they learn and their ability to make important decisions related to various aspects of their health and well-being, and they can remind students of the importance of thinking carefully about decisions that could have a major impact on all parts of their lives – physical, emotional, social, cognitive, and spiritual.

Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms and learning environments using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including health and physical education, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

Principals are responsible for ensuring that up-to-date copies of the outlines of all of the courses of study for courses offered at the school are retained on file. These outlines must be available for parents and students to examine. Parents of students under the age of eighteen are entitled to information on course content since they are required to approve their child's choice of courses, and adult students need this information to help them choose their courses.

Principals can provide support for the successful implementation of the health and physical education curriculum by emphasizing the importance of this curriculum within

the framework of a healthy, safe, inclusive, and accepting school. Establishing a healthy-school committee, consisting of staff, students, and parents, or working with an existing committee for student well-being and positive school climate can provide support for healthy-school initiatives. Encouraging a positive and proactive attitude towards healthy, active living and an inclusive school climate is key to success.

The principal is responsible for ensuring that all students, including students with special education needs, have the opportunity to participate in health and physical education in a safe manner. Timetables should have sufficient flexibility to allow the use of some same-sex and some coeducational groupings for curriculum delivery where appropriate or needed.

The expectations in the health and physical education curriculum can be met in a variety of settings, including the outdoors, and using a broad range of equipment. Ensuring that teachers have the support, resources, and equipment they need to deliver a high-quality program is essential. Additional teacher support to ensure student safety and to increase teachers' knowledge, awareness, and comfort level may be required. Principals can provide this support by working with the school board and community partners, including public health units, and by supporting professional learning networks and mentoring within the school community. Principals play an essential leadership role in supporting teacher learning through sharing resources and expertise and in furthering the use of creative approaches, the integration of learning across the curriculum, and the nurturing of partnerships within the school system and with other members of the broader community.

In all these respects, principals coordinate the implementation in their schools of various government and school board initiatives and programs focused on the health and well-being of students in Ontario. In recent years, these initiatives have embraced a holistic approach, promoting all aspects of health and well-being – physical, cognitive, emotional, and social – as part of supporting students in developing skills for healthy, active living. Principals work to create and maintain a positive school climate, consistent with *Foundations for a Healthy School* (see page 10), and actively support mental health promotion and prevention, aligning school mental health initiatives with board mental health strategies as part of the wider system of care envisioned in Ontario's Comprehensive Mental Health and Addiction Strategy (2011).

Community Partners

Community partners are an important resource for a school's health and physical education program. Relationships with public health units, community recreation facilities, community mental health organizations and hospitals, social service agencies, universities and colleges, businesses, service groups, and other community organizations can provide valuable support and enrichment for student learning. These organizations can provide expertise, skills, materials, and programs that are not available through the school or that supplement those that are. Partnerships with such organizations benefit not only the students but also the life of the community.

Public health units are one of the most valuable sources of support in the community for health and physical education programs, as they can provide health expertise in a number of areas that are relevant to the curriculum. Local health unit staff are involved in work on initiatives such as immunization, safe food handling, reproductive and sexual health, substance-use prevention, the prevention of chronic diseases (e.g., through tobacco control or promotion of healthy eating), the promotion of physical activity, the prevention of injury, and the control of infectious diseases.

The Ontario Public Health Standards (2008) require public health professionals to work with school boards and schools, using a comprehensive health promotion approach to influence the development and implementation of health policies and the creation or enhancement of supportive environments to address the following topics: healthy eating, healthy weights, comprehensive tobacco control, physical activity, alcohol, and exposure to ultraviolet radiation. Public health units are also required to maintain immunization records of students and are directed to work with schools as community partners to address other issues important for adolescent health. Public health practitioners can, for example, work with teachers, administrators, students, and parents to assess the health priorities and needs of the school and participate in developing and supporting plans to foster healthy activities, programs, or policies within the school environment.

Schools and school boards can play a role by coordinating efforts with community partners. Partnerships for the promotion of health and well-being in schools can be arranged with organizations such as a Community Health Centre (CHC) or Aboriginal Health Access Centre (AHAC). Such centres address spiritual well-being in addition to physical and mental health for Aboriginal peoples.

Schools may also find it beneficial to collaborate with community recreation specialists to provide students with additional physical activity opportunities before and after school that are consistent with the health and physical education curriculum. School boards can collaborate with leaders of existing community-based programs for youth, including programs offered in recreation facilities and community centres. Arenas, rinks, sporting venues, outdoor education sites (where available), local hiking and snow trails, and community gardens provide rich learning environments for field trips and for exploration of the local community and its resources. Teachers may also find opportunities for their students to participate in community or mentoring projects or events such as a community run/walk/wheel event or a health promotion fair.

Nurturing partnerships with other schools and between school boards can be a valuable way of applying learning within the context of a healthy school community. Neighbouring schools and boards may share resources or facilities when developing and sharing professional development opportunities for staff, and they can collaborate in creating systems for healthy, active living (such as active and safe routes to school) or in developing special events such as community fairs, information evenings, and sports events. From time to time, opportunities may present themselves for schools and school boards to work with local researchers to complete studies that will help educators make informed decisions based on solid evidence, local needs, and current best practices.

In choosing community partners, schools should build on existing links with their local communities and create new partnerships in conjunction with ministry and school board policies. These links are especially beneficial when they have direct connections to the curriculum. Teachers may find opportunities for their students to participate in community events, especially events that support the students' learning in the classroom, are designed for educational purposes, and provide descriptive feedback to student participants.

THE PROGRAM IN HEALTH AND PHYSICAL EDUCATION

OVERVIEW

The secondary health and physical education curriculum comprises four Healthy Active Living Education (HALE) courses, one in each of Grades 9 through 12, and three specialized destination courses in Grades 11 and 12.

Students are required to earn one compulsory credit in health and physical education towards their Ontario Secondary School Diploma, and may also take a health and physical education course to meet the Group 2 additional compulsory credit requirement.

Healthy Active Living Education (HALE) Courses

The HALE program at the secondary level is designed to follow smoothly from the elementary health and physical education program. The emphasis of the HALE courses is on providing students with the knowledge and skills they need to make healthy choices today and lead healthy active lives in the future. Through participation in a wide range of physical activities, they develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. They also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own choices and behaviours, as well as various factors in the world around them, affect their own and others' health and well-being. Through the HALE courses, students build a stronger sense of themselves, learn to interact positively with others, and develop their ability to think critically and creatively.

The HALE courses offered in each of Grades 9 through 12 are open courses, defined as follows:

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirement of universities, colleges, or the workplace in mind. Students choose open courses on the basis of their interests, achievement, and postsecondary goals.

The HALE courses may also be delivered *with a focus on a particular set of activities* (see "Focus Courses", on the following page).

Destination Courses

In Grades 11 and 12, three specialized “destination” courses are offered:

- Health for Life, Grade 11 (PPZ3C), a college preparation course
- Introductory Kinesiology, Grade 12 (PSK4U), a university preparation course
- Recreation and Healthy Active Living Leadership, Grade 12 (PLF4M), a university/college preparation course

The three course types are defined as follows:

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College preparation courses are designed to equip students with the knowledge and skills they need to meet their requirements for entrance to most college programs or for admission to specific apprenticeship or other training programs.

Students choose between these course types on the basis of their interests, achievement, and postsecondary goals.

Focus Courses

The Healthy Active Living Education courses set out in this document are designed to allow schools to develop courses in Grades 9 to 12 that focus on a particular group of physical activities as the vehicle through which students achieve the curriculum expectations. The activity area chosen as the focus for a course should be seen strictly as the medium through which students will achieve the course expectations, including the living skills expectations (see pp. 25–29). *Regardless of the particular area on which a course is focused, students must be given the opportunity to achieve all the expectations for the course that are set out in this document.*

The possible areas of focus for a HALE course are as follows:

- Healthy Living and Personal and Fitness Activities (PAF)
- Healthy Living and Large-Group Activities (PAL)
- Healthy Living and Individual and Small-Group Activities (PAI)
- Healthy Living and Aquatic Activities (PAQ)
- Healthy Living and Rhythm and Movement Activities (PAR)
- Healthy Living and Outdoor Activities (PAD)

A student may take more than one HALE course for credit in each of Grades 9, 10, 11, and 12,⁸ provided that the focus of each course is different.

8. See Policy/Program Memorandum No. 146, “Revisions to Credit Requirements to Support Student Success and Learning to 18”, March 8, 2010.

The *course codes* for the various possible focus courses that may be developed in each grade can be found on the ministry website.⁹ The *course description* for a focus course should start with the full course description given in this document for the HALE course for the particular grade, and end with a statement describing the types of activities that the course will focus on. For example, the course description for a Grade 11 Individual and Small Group Activities course (PAI3O) would use the description for the Grade 11 Healthy Active Living Education course (PPL3O), followed by a statement describing the focus activities – e.g., “The course will focus on a variety of individual, dual, and small group activities, such as golf, combatives, athletics, and curling”.

The intent behind focus courses is not to focus on a single sport – in other words, not to offer a “hockey course” or a “basketball course” or a “tennis course” – but rather to give students the opportunity to experience a variety of physical activities as they acquire knowledge and skills related to healthy living. All focus courses must include the healthy living expectations and must integrate the development of living skills throughout the course.

Focus courses are offered:

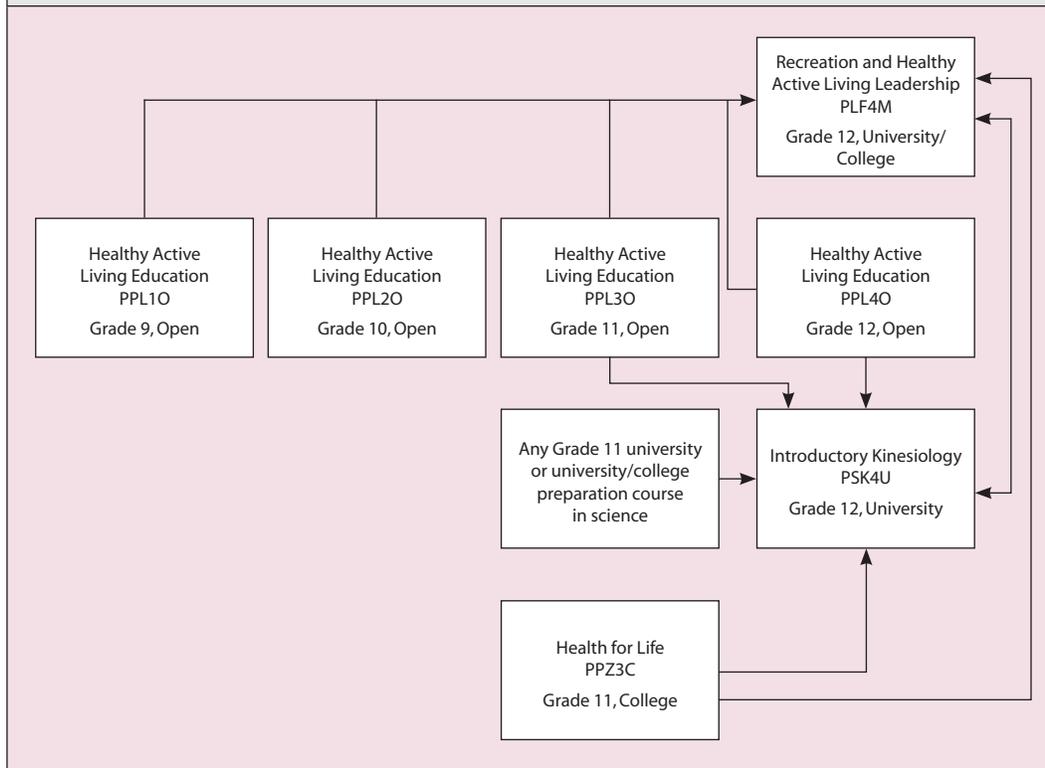
- to meet the interests and needs of students by providing a variety of health and physical education courses that offer *a wide assortment of physical activities*;
- to increase the rate of students’ participation in physical activity and engage a wider number of students by responding to their interest in particular types of activities;
- to improve programming flexibility and broaden the range of options available to students as they select courses to meet graduation requirements, allowing them to customize their individual pathways to better suit their interests and needs.

Courses and Prerequisites for Health and Physical Education, Grades 9–12				
Grade	Course Name	Course Type	Course Code	Prerequisite
Healthy Active Living Education				
9	HALE	Open	PPL1O	None
10	HALE	Open	PPL2O	None
11	HALE	Open	PPL3O	None
12	HALE	Open	PPL4O	None
Destination Courses				
11	Health for Life	College	PPZ3C	None
12	Introductory Kinesiology	University	PSK4U	Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education
12	Recreation and Healthy Active Living Leadership	University / College	PLF4M	Any health and physical education course

9. Notice that the codes start with the first three letters identified in the list above; followed by the number 1, 2, 3, or 4, representing Grade 9, 10, 11, or 12, respectively; followed by the letter O for “Open”.

Prerequisite Chart for Health and Physical Education, Grades 9–12

This chart maps out the courses in the discipline and shows the links between courses and the possible prerequisites for them.



Note: Students can take more than one Healthy Active Living Education course for credit in each of Grades 9, 10, 11, and 12.

Half-Credit Courses

The courses outlined in this document are designed as full-credit courses. However, *with the exception of the Grade 12 university preparation and university/college preparation courses*, they may also be delivered as half-credit courses.

Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course. The expectations for each half-credit course must be drawn from all strands of the full course and must be divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course they wish to take.)
- The title of each half-credit course must include the designation *Part 1* or *Part 2*. A half credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School October Report.

CURRICULUM EXPECTATIONS

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations – overall expectations and specific expectations – are listed for each *strand*, or broad area of the curriculum. (The strands include the Living Skills strand – see page 25 – and three content strands, numbered A, B, and C.) *Taken together, the overall and specific expectations represent the mandated curriculum.*

The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are grouped under numbered subheadings, each of which indicates the strand and the overall expectation to which the group of specific expectations corresponds (e.g., “B2” indicates that the group relates to overall expectation 2 in strand B). This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The numbered headings are used merely to help teachers focus on particular aspects of knowledge and skills as they develop various lessons and plan learning activities for their students. (In the Healthy Active Living Education courses, the Healthy Living strand uses additional subheadings within each group of expectations to identify the health topics addressed through individual expectations.)

The overall expectations in the HALE courses outline the types of skills and concepts that are required for healthy, active living at any age. For this reason, the overall expectations are repeated in constant terms in the courses from Grade 9 to Grade 12. Students who opt to take a HALE course every year throughout secondary school will have the opportunity to develop, reinforce, and refine the knowledge and skills associated with each of these key overall expectations. In the Grade 11 and 12 HALE courses, the focus of learning shifts towards applications that may have greater relevance to students’ lives after graduation.

The specific expectations reflect this progression in knowledge and skill development, as well as the growing maturity and changing needs of students, through (1) changes in the wordings of expectations, where appropriate; (2) the examples that are given in parentheses in the expectation; and/or (3) the teacher prompts and student responses that follow most expectations. The progression is captured by the increasing complexity of requirements reflected in the examples and prompts and by the increasing specificity of relationships, the diversity of contexts in which the learning is applied, and the variety of opportunities described for applying it.

Expectations in health and physical education are organized into three **strands**, numbered A, B, and C. (In the HALE* courses, the Living Skills expectations are given at the start of the course, before strand A.)

The **overall expectations** describe in general terms the knowledge and skills students are expected to demonstrate by the end of each grade. Two or more overall expectations are provided for each strand in every grade. The numbering of overall expectations indicates the strand to which they belong (e.g., A1–A3 are the overall expectations for strand A).

Grade 9, Open

A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of this course, students will:

- A1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;
- A2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

A1. Active Participation

By the end of this course, students will:

- A1.1** actively participate in all aspects of the program (e.g., *being appropriately prepared and equipped to participate in the activity, being engaged in the activity, striving to do their personal best, adapting to challenges when exploring new activities, monitoring their progress and successes in order to boost their confidence and increase their willingness to try new activities*), choosing from a wide and varied range of activities (e.g., *fitness and individual/partner activities, such as yoga or Pilates; small and large-group activities, sports, and games, such as wheelchair curling, shinny, sepak takraw, or rounders; recreational and outdoor pursuits, such as orienteering, cycling, or hiking*) [PS, IS]

Teacher prompt: “Sometimes everyone does the same activity. Sometimes we have a choice of activities, including some that we haven’t tried before. Why is it important to have choices and try new activities?”

Student: “I feel more motivated to participate when I have a choice. I like having more control over what I do and being able to practise things that I might want to do outside of school. It’s also good to try new activities because it gives us a chance to discover things that we might enjoy.”

The **specific expectations** describe the expected knowledge and skills in greater detail. The expectation number identifies the strand to which the expectation belongs and the overall expectation to which it relates (e.g., A1.1, A1.2, A1.3, and so on, relate to the first overall expectation in strand A).

In the HALE* courses, the **living skills** abbreviations are given in square brackets after specific expectations that are clearly connected to the skills indicated.

...an understanding of factors that contribute to their personal enjoyment of being active and the factors that can support their participation in physical activity throughout their lives (e.g., *feeling better and having more energy and stamina; pleasure of movement; being active for different purposes; having maximum opportunity for participation, access to programs, sufficient practise time, support of family and friends; having opportunities to pursue personal and cultural interests, compete, and interact socially while being active; participating in activities that allow for success and promote confidence*), and identify challenges and strategies to overcome these (e.g., *transferring activities to an indoor location or changing outdoor clothing in response to changes in the weather, working out with a friend to maintain motivation and engagement, using time-management skills to schedule physical activity so that it does not interfere with family responsibilities or employment*) [PS, CT]

A **numbered subheading** identifies each group of specific expectations and relates to one particular overall expectation (e.g., “A1. Active Participation” relates to overall expectation A1).

Teacher prompts and **student responses** are included for most expectations to help clarify the requirements and suggest the intended depth and level of complexity of the expectations. These are illustrations only, not requirements.

The **examples** help to clarify the requirement specified in the expectation and to suggest its intended depth and level of complexity. The examples are illustrations only, not requirements. They appear in parentheses and are set in italics.

*HALE is the acronym for Health Active Living Education. See page 19.

Examples, Teacher Prompts, and Student Responses

Most of the specific expectations are accompanied by examples, “teacher prompts” (as requested by educators), and student responses. These elements are intended to promote understanding of the intent of the specific expectations, and are offered as illustrations for teachers. *The examples and prompts do not set out requirements for student learning; they are optional, not mandatory.*

The examples, given in parentheses, are meant to clarify the requirement specified in the expectation, illustrating the kind of knowledge or skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. The teacher prompts are meant to illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. Both the examples and the teacher prompts have been developed to model appropriate practice for the course and grade. Teachers can choose to draw on the examples and teacher prompts that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

It is important to note that the student responses are provided only to indicate the content and scope of the intended learning. They are not written in language that represents the typical parlance or vocabulary of students.

The diagram on page 24 shows all of the elements to be found on a page of curriculum expectations.

THE STRANDS AND THE LIVING SKILLS EXPECTATIONS IN THE HEALTHY ACTIVE LIVING EDUCATION COURSES

The expectations for the Healthy Active Living Education courses are organized into three distinct but related strands – Active Living, Movement Competence, and Healthy Living. Integral to expectations in all these strands is a further set of expectations, presented at the start of each grade. These are the *living skills* – the personal, interpersonal, and critical and creative thinking skills that are essential to the achievement of expectations in the three strands. The living skills expectations are to be taught and evaluated in conjunction with learning in each of the strands. They make the learning in the Healthy Active Living Education courses personally relevant to students, as students learn to apply them in a variety of contexts that relate to their everyday lives.

The chart on the following page shows the flow of learning through the curriculum and the interrelationships among its various components. This organizational structure continues from the elementary curriculum into the Healthy Active Living Education courses in Grades 9 to 12.

The Living Skills Expectations

The living skills expectations identify learning that helps students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living skills are an important aspect of students’ overall healthy development, and their application is essential to the achievement of many of the expectations in the Active Living, Movement Competence, and Healthy Living strands in the Healthy Active Living Education courses. Living skills must be explicitly taught and evaluated in the context of learning in all strands of the curriculum, in order to make the learning personally relevant for students. As they develop and apply their living skills, students will build resilience. They will learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are capable of developing strong relationships and who are committed to lifelong healthy, active living.

Healthy Active Living Education: Strands, Subgroups, and Living Skills			
<p>Living Skills</p> <p>Personal Skills [PS]</p> <ul style="list-style-type: none"> • Self-awareness and self-monitoring skills • Adaptive, management, and coping skills <p>Interpersonal Skills [IS]</p> <ul style="list-style-type: none"> • Communication skills • Relationship and social skills <p>Critical and Creative Thinking [CT]</p> <ul style="list-style-type: none"> • Planning • Processing • Drawing conclusions/presenting results • Reflecting/evaluating 	Strand A: Active Living		
	<p>A1. Active Participation</p> <ul style="list-style-type: none"> • Regular participation, variety, lifelong activity • Enjoyment, motivation 	<p>A2. Physical Fitness</p> <ul style="list-style-type: none"> • Fitness development through daily physical activity, personal fitness plans 	<p>A3. Safety</p> <ul style="list-style-type: none"> • Personal safety and safety of others during physical activity
	Strand B: Movement Competence: Skills, Concepts, Strategies		
	<p>B1. Movement Skills and Concepts</p> <ul style="list-style-type: none"> • Movement skills – stability, locomotion, manipulation • Movement concepts – body awareness, effort, spatial awareness, relationships • Movement principles 	<p>B2. Movement Strategies</p> <ul style="list-style-type: none"> • Components of physical activities • Strategies and tactics in all physical activities 	
	Strand C: Healthy Living		
	<p>C1. Understanding Health Concepts</p> <ul style="list-style-type: none"> • Understanding the factors that contribute to healthy growth and development 	<p>C2. Making Healthy Choices</p> <ul style="list-style-type: none"> • Applying health knowledge, making decisions about personal health and well-being 	<p>C3. Making Connections for Healthy Living</p> <ul style="list-style-type: none"> • Making connections to link personal health and well-being to others and the world around them
<p><i>Expectations in the Healthy Living strand focus on the following four health topics. Learning about mental health and emotional well-being can be a part of learning related to all of these health topics, just as it is part of learning across the curriculum.</i></p> <ul style="list-style-type: none"> • Healthy Eating • Personal Safety and Injury Prevention • Substance Use, Addictions, and Related Behaviours • Human Development and Sexual Health <div style="border: 1px dashed gray; padding: 5px; display: inline-block;"> <p>Mental Health and Emotional Well-being</p> </div>			

The health and physical education program provides a unique setting for developing the living skills that will help students gain a better understanding of who they are and help them connect positively and productively with the larger world. The direct integration of the living skills with the other components of the health and physical education curriculum from Grade 1 to Grade 8 and in the Healthy Active Living Education courses in Grades 9–12 gives students an opportunity to develop, practise, and refine these important skills as they mature. While living skills are not explicitly identified in the destination courses offered in Grades 11 and 12, these courses also provide opportunities for students to apply and practise these skills.

The living skills expectations in Healthy Active Living Education are the same for all grades. There is a single overall expectation and three groups of related expectations, one for each area of learning: Personal Skills, Interpersonal Skills, and Critical and Creative Thinking. The progression of learning from grade to grade is indicated in the examples, which highlight how the living skills are integrated with learning in the three strands of the curriculum and how they are applied in a developmentally appropriate way.

Living Skills		
Personal Skills	Interpersonal Skills	Critical and Creative Thinking
<p>Self-awareness and Self-monitoring Skills</p> <ul style="list-style-type: none"> • Developing a realistic understanding of their own strengths and areas that need improvement • Monitoring their progress in developing skills and understanding • Recognizing stress and learning to identify its causes • Taking responsibility for their actions and for their learning <p>Adaptive, Coping, and Management Skills</p> <ul style="list-style-type: none"> • Using adaptive skills, such as being flexible, making connections, and applying problem-solving, stress-management, and conflict-resolution skills, when confronted with challenges and change • Using coping skills, such as relaxation techniques, adopting an optimistic attitude, trying out solutions to problems, expressing emotions, and seeking help, when dealing with difficult or stressful situations or emotions • Using time-management and organizational skills to develop greater control over their own lives 	<p>Communication Skills (verbal/non-verbal)</p> <ul style="list-style-type: none"> • Receiving information – observing body language and non-verbal signals (e.g., facial expressions, gestures, tone of voice); active listening, including paraphrasing, clarifying, questioning, responding • Interpreting information – reflecting on messages, analysing messages • Sending information – signalling intentions; clearly expressing information and ideas; expressing responses and providing feedback; using persuasive skills, assertive skills, negotiating skills, refusal skills <p>Relationship and Social Skills</p> <ul style="list-style-type: none"> • Showing respect for others and the environment • Appreciating differences in people • Demonstrating fair play • Demonstrating teamwork skills by working collaboratively with a partner or in a group to achieve a common goal • Applying conflict-resolution skills • Networking • Showing leadership 	<p>Planning</p> <ul style="list-style-type: none"> • Generating information/ideas • Organizing information/ideas • Focusing and clarifying ideas or strategies <p>Processing</p> <ul style="list-style-type: none"> • Interpreting, making connections, analysing • Synthesizing • Evaluating <p>Drawing Conclusions/ Presenting Results</p> <ul style="list-style-type: none"> • Arriving at a decision, conclusion, goal, or solution • Presenting results (e.g., orally, in writing, through a demonstration or performance) • Sharing the strategy <p>Reflecting/Evaluating</p> <ul style="list-style-type: none"> • Reflecting on what could have been done differently • Transferring learning to new situations • Planning next steps

To further highlight the connection between the living skills and the expectations in each of the strands, abbreviations for one or more of the three categories of skills (PS for personal skills, IS for interpersonal skills, and CT for critical and creative thinking) are given in square brackets after the specific expectations, to indicate which area of living skills is most applicable to the learning in that expectation. For example, when “[PS]” appears after an expectation, it indicates that, with achievement of the expectation, a student can also develop personal skills relevant to that learning. Teachers should help students make these connections where appropriate to ensure that they are given productive opportunities to develop the living skills as they work to achieve the curriculum expectations. *Students’ application of the living skills must be assessed and evaluated as a part of their achievement of the overall expectations in each of the strands for every grade.*

A detailed outline of the component elements of the living skills is provided in the chart on page 27 for teachers’ reference, and detailed discussions of each category of skills are provided in the following sections.

Personal Skills

Personal skills help students understand themselves better and equip them to deal with life’s challenges. The health and physical education program helps students recognize the importance of these skills for their mental health and personal well-being. It also provides them with many opportunities to enhance these skills as they participate in a wide variety of physical activities, discover and develop new physical capabilities, acquire knowledge, and explore ideas that have deep personal relevance.

Through the development of self-awareness and self-monitoring skills, students build a sense of “being” and an understanding of their own identity. They learn to understand their capabilities and strengths and to take responsibility for their learning and their actions. Through the acquisition of adaptive, coping, and management skills, students develop their capacity to self-regulate, respond to difficulties, and develop greater control over their lives. All of these skills build resilience – the ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.

Learning personal skills helps students develop an understanding of the factors that contribute to resilience and positive self-concept. It includes learning why it is important to develop habits of mind and practices such as cultivating a positive disposition, practising mindfulness, having a forward-thinking outlook, and seeking help when needed. Although students are not evaluated on their disposition and outlook, they are taught to be aware of and to manage their feelings. Learning the power of a positive attitude, learning to make connections between feelings and actions or between their personal strengths and the activities that they choose to do, for example, and developing the skills to respond to challenges and changes are all part of developing personal skills.

Interpersonal Skills

As they participate in physical activities and healthy living discussions, students interact with each other in many ways and have numerous opportunities to develop interpersonal skills. These are the relationship and social skills and the verbal and non-verbal communications skills that students need to develop, to the extent possible, in order

to interact positively with others, collaborate effectively in groups, and build healthy relationships. They are critical to interactions in everyday life, and they help students develop a sense of belonging and respect for others as they learn to find their own place in the world.

Critical and Creative Thinking

The ability to think critically and creatively will help students make healthier choices in all aspects of their lives. The health and physical education program gives students many opportunities to develop higher order thinking skills, to explore without fear of making mistakes, and to learn from their mistakes. Students will be able to apply these skills in many ways – to solving problems, thinking creatively, resolving conflicts, making decisions, and setting goals. By helping students achieve personal goals and aspirations, these skills contribute to a sense of “becoming” – a sense of personal growth.

In a variety of situations, in the context of inquiry-based learning in both physical education and health education settings, students will learn to use their critical thinking skills to develop a plan, generate and organize information and ideas, and then focus and clarify those ideas. They will learn and practise using a process to analyse, synthesize, and evaluate ideas and information. When they have arrived at a decision, goal, or solution, they will have opportunities to present the information in a variety of ways. Finally, students will learn to reflect on and evaluate the entire process, thinking about what went well, what could have been done differently, and what should be done next.

Strand A – Active Living

The Active Living strand helps students develop the skills and knowledge needed to participate regularly and safely in physical activity, while enjoying being physically active and learning how to develop and enhance their own personal fitness. As they participate in a wide range of activities, students also learn about the benefits of physical activity for mental health. Learning through physical activity helps to enhance students’ physical literacy.

The three subgroups within this strand, corresponding to the three overall expectations, are Active Participation, Physical Fitness, and Safety, with living skill expectations integrated as appropriate.

Active Participation

Participation in physical activity provides students with a variety of opportunities for increasing their self-esteem and self-confidence and developing positive interpersonal skills and attitudes, including practices of fair play and respect for others. All students, individually and in groups, should be strongly encouraged to participate daily in a wide variety of physical activities, such as dance, games, sports, fitness, individual, and recreational activities, and to become increasingly responsible for their own daily physical activity. By participating in a wide range of physical activities, including those that reflect the diversity of the students’ cultural backgrounds, they will learn what activities they enjoy most and what factors contribute to their success in participating in physical activities. This understanding can help them develop and sustain a commitment to healthy, active living throughout their lives.

Physical Fitness

The learning within this subgroup of expectations emphasizes health-related fitness – the physical and physiological components of fitness that have a direct impact on health and well-being. Health-related components of fitness include cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, and body composition.

Through experiential learning, students gain an understanding of the importance of regular physical activity and its relationship to developing and maintaining health-related fitness. Students learn not only *what* to do to develop personal fitness but also *why* to do it and *how* to do it appropriately and effectively. Students are provided with a variety of opportunities to develop their health-related fitness, especially their cardiorespiratory endurance. As levels of fitness improve, the duration of vigorous activity can be regularly increased. In addition, students will be involved in assessing their own health-related fitness levels, setting goals, and developing personal fitness plans to achieve their goals.

It is not recommended, however, that fitness assessments completed in the class setting include the measurement of body composition. While Health Canada’s Canadian Guidelines for Body Weight Classification in Adults contain useful information about the health risks associated with being overweight or underweight, they are not a reliable guide to measuring or interpreting the body mass index of young people under 18, as they do not account for variability due to factors such as growth spurts, race, or athletic pursuits. Proper training and experience are required to conduct accurate assessments and to interpret data. Discussions about body composition should be approached with sensitivity. Adolescents – whose bodies are still developing – need to be aware that healthy bodies come in a wide range of sizes, shapes, and weights.

Throughout this strand, as well as the Movement Competence strand, students will have opportunities to develop their skill-related fitness. Skill-related components of fitness include balance, co-ordination, agility, speed, power, and reaction time. These components are important for developing the quality of movements during activity.

Safety

Safety, including physical and emotional safety, is an integral part of the health and physical education curriculum. Although teachers have responsibility for following board safety guidelines in matters related to supervision, clothing and footwear, equipment, and facilities, and for applying special rules and instructions, students must also begin to take responsibility from a young age for their own safety and the safety of others around them at school, at home, and in the community. Following procedures, using equipment as instructed, wearing appropriate attire, and using thinking skills to assess risk and take appropriate precautions are some ways in which students can contribute to their own safety and the safety of others while participating in physical activity. Students must fulfil each expectation safely and responsibly without putting themselves and others at risk.

Establishing and maintaining an emotionally safe setting for learning is fundamental to the implementation of this curriculum (see the fundamental principles on pages 9–10 and the reflective questions on pages 57–58). An emotionally safe setting is created in the context of a positive school climate – a safe, accepting, and inclusive environment in which students of all backgrounds, abilities, and experiences feel comfortable and welcome.

See the Appendix for a quick-reference summary of learning in the Active Living strand.

Strand B – Movement Competence: Skills, Concepts, and Strategies

The Movement Competence strand helps students develop the movement competence needed to participate in physical activities through the development of movement skills and the related application of movement concepts and movement strategies. As students develop their confidence and competence, they will be developing their physical literacy. Students are also introduced to movement principles in developmentally appropriate ways. These principles are indicated in the expectations through examples and teacher prompts that illustrate how skills can be applied at different ages and stages. The students learn kinesthetically in this strand, as in the Active Living strand, and have regular opportunities in every grade to develop and practise their personal movement skills.

The development of fundamental movement skills in association with the application of movement concepts and principles provides the basic foundation for physical literacy. An understanding of fundamental skills and concepts is essential both to an individual's development of effective motor skills and to the application of these skills in a wide variety of physical activities. Because the development of movement skills is age-related but not age-dependent and because students' skill levels depend on a variety of factors, including their experiences outside of school, the opportunities they have for practice, their rate of growth and maturation, and their abilities and interests, the range of skills in a typical class will vary widely. Consequently, it is very important to provide choice and flexibility within activities and to ensure that learning experiences are designed to reflect individual students' developmental levels and adapted to suit learners of all abilities. Modifications should be made as needed to allow students to develop and work towards their own *personal* level of movement competence.

Since the development of movement skills can also enhance students' interpersonal, cognitive, and emotional development, it is critical that the health and physical education program be inclusive, fully engaging all students irrespective of sex, gender identity, background, or ability. Without the development of fundamental skills, many youth choose to withdraw from activity due to fear of failure, self-consciousness, or lack of ability to move efficiently. Learning fundamental movement skills and applying movement concepts and principles help students increase their comfort, confidence, competence, and proficiency with movement, thereby increasing their rates of overall physical activity and improving their health. When fun and enjoyment are part of skill development and physical activity, students are more likely to develop positive attitudes towards lifelong healthy, active living.

The focus of the learning in this strand is on transferable skills. The goal is to have students understand how skills, concepts, and strategies learned in one activity can apply to other activities. For example, the fundamental skill of throwing an object overhand can be transferred to a tennis serve or a badminton smash. Similarly, general transferable movement skills that apply to the three phases of movement – *preparation*, *execution*, and *follow-through* – can be applied to a variety of physical activities. By understanding how to apply their learning to other activities and situations, students will be better equipped to enjoy and participate in a wide variety of physical activities throughout their lives.

As students grow and develop, the focus of learning related to movement skills and associated concepts and movement strategies shifts. When students are younger or less experienced, the emphasis is on developing basic skills and applying them in situations involving the use of simple strategies and tactics. When students are more mature and

experienced, more time can be spent on the application of skills in games and activities involving more complex strategies and tactics. The concepts are clearly connected at every level, but the focus of learning is different at different ages and stages.

The Movement Competence expectations are organized into two subgroups: Movement Skills and Concepts, and Movement Strategies. Living skills are integrated as appropriate into each.

Movement Skills and Concepts

Movement skills must be explicitly taught; they are not acquired simply through activities of various sorts. However, these skills should not be taught in isolation from the context in which they will be applied. Instead, they should be taught in a way that shows how they will be used within and across a variety of physical activities, so that students can apply and transfer their skills to specific activities, such as games, gymnastic and dance sequences, and fitness, individual, or recreational activities.

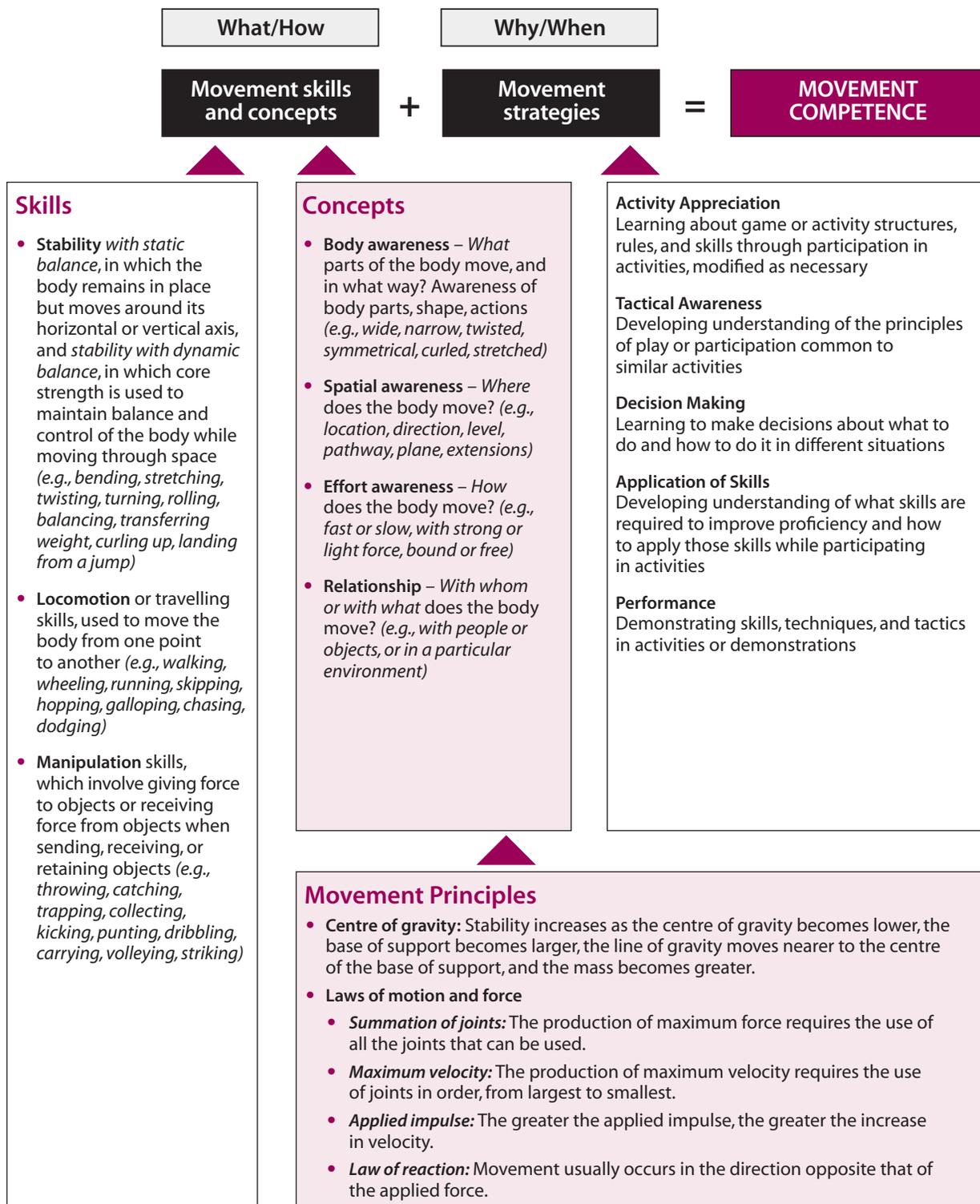
When students are learning or developing a skill, they need opportunities for practice and feedback. Students learn most effectively when they have opportunities to problem solve and play an active role in their learning. As they develop and work towards consolidating their skills, they will be able to combine skills and apply them to more complex activities and games. Mature movement skills do not result from physical maturation alone; rather, they must be continually refined and combined with other movement skills in a variety of physical activities. It is important that teachers facilitate the learning of movement skills and concepts through a progression of age-appropriate activities.

Research into motor development indicates that learners acquire new fundamental movement skills (motor skills) most successfully during the preschool and elementary years, when most children’s neurological pathways are developing rapidly and are receptive to the development of fundamental movement patterns and basic skills. They can then refine, extend, and apply these patterns to more complex skills during later childhood, adolescence, and adulthood.

Important components of movement competence include the development of fundamental movement skills and the application of movement concepts and principles.

Movement Skills. The fundamental movement skills relate to stability, locomotion, and manipulation:

- **Stability skills** include *stability with static balance*, in which the body maintains a desired shape in a stationary position, and *stability with dynamic balance*, in which students use core strength to maintain balance and control of the body while moving through space (e.g., bending, stretching, twisting, turning, rolling, balancing, transferring weight, curling, landing from a jump).
- **Locomotion** or travelling skills are those used to move the body from one point to another in various ways (e.g., walking, wheeling, running, chasing, dodging, sliding, rolling, jumping, leaping).
- **Manipulation** skills involve giving force to objects or receiving force from objects as one sends, receives, or retains objects (e.g., *sending*: throwing, kicking, punting, striking, volleying; *receiving*: catching, trapping, collecting; *retaining*: carrying, dribbling, cradling).



Movement Concepts. Students will learn to apply the following movement concepts as they develop movement skills:

Body awareness – *What body parts move and in what way?*

- body parts (e.g., arms, legs, elbows, knees, head, shoulders, back)
- body shape (e.g., round, wide, narrow, curled, stretched, twisted, symmetrical, asymmetrical)

- body actions (e.g., support, lead, receive weight, flex, extend, rotate, swing, push, pull)

Spatial awareness – *Where does the body move?*

- location (e.g., personal, general space, restricted space)
- direction (e.g., forward, backwards, sideways, diagonal, up, down, left, right)
- level (e.g., high, medium, low)
- pathway (e.g., zigzag, straight, curved, wavy)
- plane (e.g., frontal, horizontal, vertical, sagittal)
- extensions (e.g., near, far)

Effort awareness – *How does the body move?*

- time (e.g., fast, medium, slow, sustained, sudden)
- force (e.g., strong, light)
- flow (e.g., bound, free, continuous, interrupted)

Relationship – *With whom or with what does the body move?*

- people (e.g., meet, match, contrast, follow, lead, mirror, shadow, move in unison, move towards or away from others, echo with a partner or group)
- objects (e.g., over, under, beside, in front, on, off, near, far, through, above, below)
- elements in an environment (e.g., music, wind, temperature, terrain)

Movement principles can be introduced in simple, age-appropriate ways to help students improve the efficiency and effectiveness of their movements. Application of these principles becomes more refined as movement competence improves. Some movement principles include:

Centre of gravity: Stability increases as the centre of gravity becomes lower, the base of support becomes larger, the line of gravity moves nearer to the centre of the base of support, and the mass becomes greater. (For example, a static balance will be most stable when it forms a wide shape, is low to the ground, and has many widely spread contact points on the ground.)

Laws of motion and force

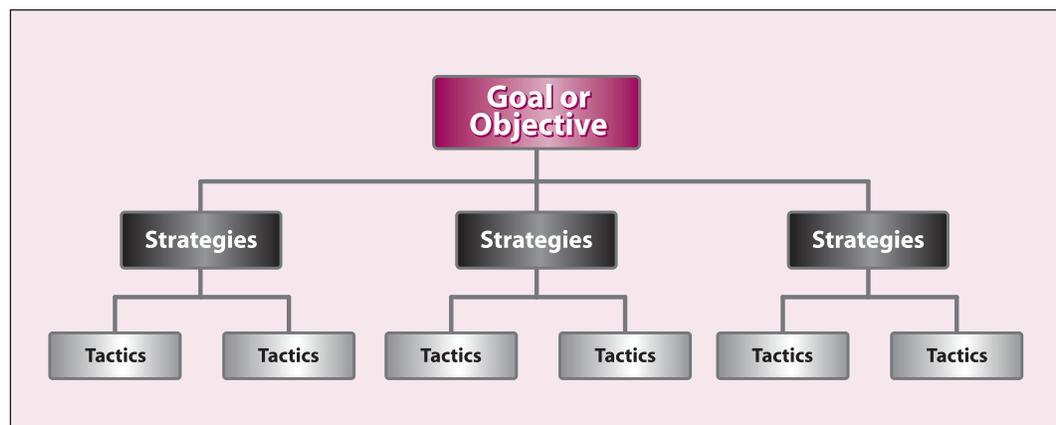
- *Summation of joints:* The production of maximum force requires the use of all the joints that can be used. (For example, when throwing a ball, begin by bending the knees and then incorporate the full body, and not just the arm, in the throwing motion.)
- *Maximum velocity:* The production of maximum velocity requires the use of joints in order, from largest to smallest. (For example, when jumping, start by pushing off with the large muscles in the legs and then stretch the fingers and toes in the air after pushing off.)
- *Applied impulse:* The greater the applied impulse, the greater the increase in velocity. (For example, the harder a swing is pushed, the higher it will rise. A ball that is struck harder will go farther and faster.)

- *Law of reaction:* Movement usually occurs in the direction opposite that of the applied force. (For example, on a sled in sledge hockey, pushing off to the right with the pick at the end of the stick will cause the sled to turn to the left. When swimming, pushing the water behind causes the body to move forward. When jumping, pushing down causes the body to move up.)

Movement Strategies

When participating in an activity, students will have an ultimate goal or objective. To accomplish that goal, students may choose from a number of strategies that are similar within particular categories of games and physical activities. The actions that students do in order to accomplish the strategy are called *tactics*. For example, members of a soccer team might adopt the strategy of maintaining possession of the ball as much as possible in order to increase their scoring chances and decrease those of their opponent. Tactics that students might use to implement the strategy could include spreading out in the playing area in order to be open to receive a pass, passing the ball often among teammates, and communicating with each other to indicate when they are open and ready to receive a pass. A student who is learning to juggle and wants to be able to juggle three balls for over a minute without dropping them might use a strategy of working on developing a consistent toss. Tactics to accomplish this might include practising with scarves, which move more slowly, before trying to juggle with balls, practising with one ball then two, practising just the throw and letting the balls drop until the toss is consistent, working on having the balls peak at the same place with each toss, and working on keeping eye contact on the balls at the peak of the toss.

The ability to devise and apply strategies and tactics requires an understanding of how games and activities are structured and how they work. This in turn requires an understanding of the components and other features that characterize individual games and activities. Games can be grouped into broad categories on the basis of common features and similarities, and students can learn how to transfer strategies, tactics, and skills from one game or activity to another in the same category. In so doing, they acquire game literacy and extend their competence to a much wider range of activities. By encouraging students to think strategically, to analyse game and activity structures, and to make connections between different games and game components, the movement strategy expectations give them an opportunity to exercise their critical and creative thinking skills, build confidence, and increase their ability to participate successfully in a wide range of games and other activities.



The chart below shows one way of categorizing games and activities on the basis of similarities and common features.

In each category, the interrelationship of rules, strategies, and skills defines the game structure. Target games have the simplest structure because they tend to be played by individuals or small groups and have breaks in the play which allow time for decision making. This does not mean that target activities are the simplest games to play, as the skills and strategies involved can be very complex. Territory games have the most complex structure because the number of players, the amount of movement in the play area, and the almost continuous action increase the number of variables in these games. Within each category, however, there is room for a wide range of skills and abilities and the games can be played at varying levels of complexity. This makes it possible for students of all age and ability levels to explore activities within all game categories.

To promote lifelong healthy, active living for all, it is important not to restrict students to game and sport activities. Many students prefer activities that do not involve team play, and these can provide ample opportunities for enjoyment and the development of fitness

Categories and Common Features of Games and Activities				
Activity Category	Target Activities	Net/Wall Activities	Striking/Fielding Activities	Territory Activities
Description	<ul style="list-style-type: none"> emphasize accuracy and control challenge can be modified by changing target size and distance and equipment, by using stationary or mobile targets, and by having the players send objects while stationary or mobile can be played individually or in small teams 	<ul style="list-style-type: none"> involve moving and striking an object and hitting it within a specified space players work to make it difficult for opponents to send the object back to the wall or across the net small numbers of players are usually involved 	<ul style="list-style-type: none"> can involve running, striking, batting, throwing, kicking, and catching runners hit, kick, or throw an object, then score runs by running to designated areas fielders retrieve the object and get it to a specified place to stop runs from being scored and to get opponents out 	<ul style="list-style-type: none"> involve controlling an object, keeping it away from opponents, and moving it into a position to score on a target can be modified to be simple running games or to use a specified skill (kicking, throwing) games are challenging because of the continuous action and decision making needed to switch between offensive and defensive roles, the numbers of people involved, and the movement in the playing area
Examples	bocce, bowling, curling, disc golf, lawn bowling, shuffleboard, wheelchair bocce	badminton, sepak takraw, squash, table tennis, tennis, volleyball, wheelchair tennis	baseball, beep baseball, cricket, kick-ball, rounders, softball, t-ball	basketball, football, goal ball, European handball, hockey, lacrosse, rugby, sledge hockey, soccer, tchoukball, Ultimate, water polo, wheelchair basketball

and movement skills related to control of body rhythm, movement aesthetics, creativity, sequencing, composition, and stability. Examples of individual and recreational activities include the following:

- endurance activities (e.g., long distance running or wheeling, swimming, power walking, orienteering)
- aquatics (e.g., swimming, synchronized swimming, aqua-fit)
- dance (creative; modern; folk; cultural; First Nation, Métis, and Inuit dance; ballet; jazz; hip hop)
- resistance and strength activities (e.g., weightlifting; wrestling; ball training; yoga; Pilates; exercise bands; wall climbing; rope course activities; Arctic sports such as the Alaskan high kick, one-hand reach, arm pull; Dene games such as the pole push)
- gymnastics and movement activities (e.g., artistic, rhythmic, educational gymnastics; t'ai chi; qigong)
- outdoor activities (e.g., cycling, rowing, hiking, downhill and cross-country skiing, triathlon, mountain biking, skating, kayaking, canoeing, sledding)
- track and field (short and long-distance running events; jumping events – high jump, long jump, triple jump; throwing events such as shot put)

To accommodate different developmental levels and abilities and to maximize participation, it is desirable to give students an opportunity to learn and apply skills within the context of a *modified* game or activity. Teaching Games for Understanding (TGfU) is a particularly useful student-centred approach of this kind. Through developmentally appropriate sequencing of activities that are representative of a variety of game elements, students learn to apply increasingly complex skills and strategies. The learning connected to movement strategies gives students opportunities to experience versions of activities that are appropriate to their age and abilities, so that they can recognize the basic concepts in the games or activities, appreciate their challenges and rules, understand their tactical aspects, and identify movement skills and concepts that they can apply to many other games and physical activities. This experiential approach gives responsibility to the teacher to act as facilitator and to maximize participation and fun by making adaptations that optimize the level of challenge for all participants and by giving students opportunities to make their own adaptations to the activities. The components of the TGfU approach (outlined in the chart on page 33) support an inquiry-based approach to learning in which teachers are encouraged to use open-ended questions to help students explore, discover, create, and experiment with movement and tactical solutions. Because of its focus on student autonomy, critical thinking, and learning, this approach gives students valuable preparation for lifelong participation in physical activities.

See the Appendix for a quick-reference summary of learning in the Movement Competence strand.

Strand C – Healthy Living

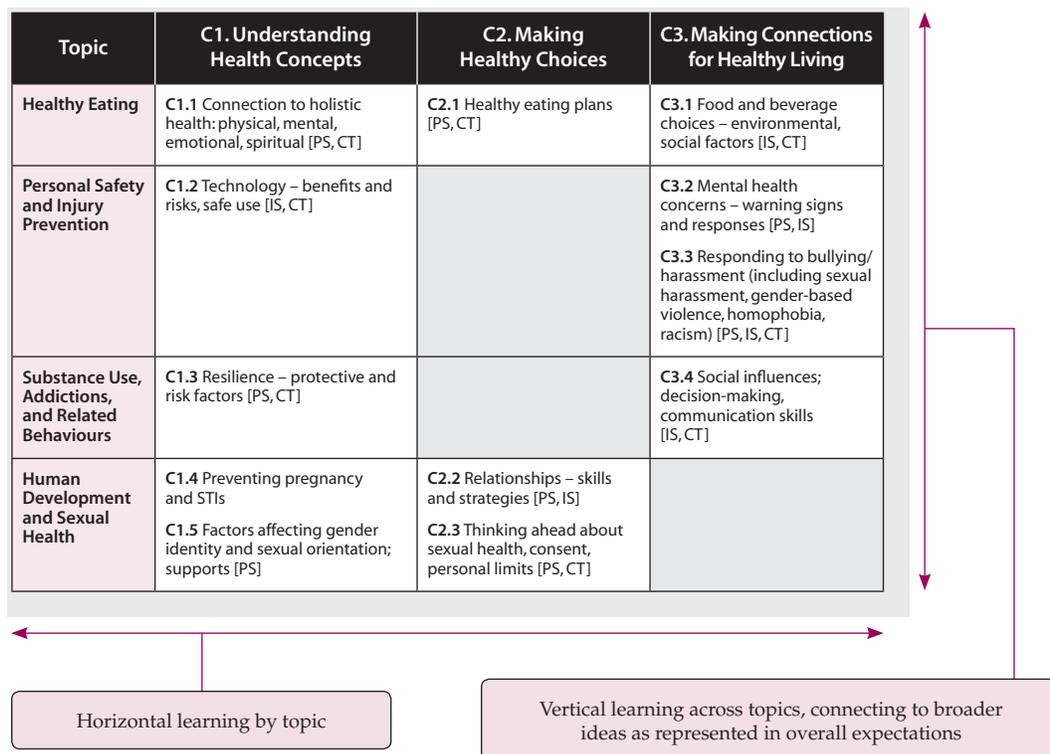
The Healthy Living strand helps students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and a respect for their own health in relation to others and the world around them. Students will develop health literacy as they acquire the knowledge and skills they need to develop,

maintain, and enjoy healthy living as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being. Learning how to establish, monitor, and maintain healthy relationships is a key part of this strand.

The focus of the learning in this strand is not merely on health knowledge but rather on higher-level thinking connected to the application of skills for healthy living. Students are learning about health broadly as a resource for living. The emphasis is on why they are learning about healthy living and on what they need to understand about healthy development in order to make informed personal choices and take responsibility (within the extent possible) for their health now and for the rest of their lives. They are also encouraged to make connections beyond themselves to understand how their health is connected with that of others and is affected by factors in the world around them.

Current thinking views health as a holistic phenomenon and students are therefore encouraged to make connections between various aspects of their well-being, including physical, cognitive, emotional, spiritual, and social aspects. Health professionals also recognize that an emphasis on health promotion will pay greater dividends over the long run than an emphasis on disease treatment alone. For that reason there is a significant focus in the curriculum on learning about the connections between healthy choices, active living, and chronic disease prevention.

Living skills are also tightly linked to this strand. Because students in secondary school are further developing their sense of self, learning to interact positively with others, and learning to make connections with the broader world, it is important that they acquire strategies for coping, adapting, and managing, for communicating and relating positively



to others, and for thinking critically and creatively when making life choices and responding to the world around them. The learning in this strand provides many opportunities for students to learn how to limit risk and to build the protective factors that will increase their resilience as they confront life's challenges (see "protective factors", "resilience", and "risk factors" in the glossary).

The organization of the Healthy Living strand provides an opportunity for learning about different health topics, which can be reinforced from different perspectives and with different focuses as students learn and grow, thus providing opportunities for recursive learning at different ages and stages. Students are encouraged to make connections between concepts in different content areas. If, for example, students learn refusal strategies when choosing not to smoke, they can learn to apply those same strategies when making choices about taking care of their bodies or choices connected to substance use, sexual health, physical activities, and personal safety.

The specific expectations are organized around three overall expectations, which relate to the application of health knowledge and which are cross-referenced to four health content areas, as shown in the chart below (and also in the complete Grade 9–12 learning summary chart in the Appendix). (Note that *mental health and emotional well-being* are not defined as a separate topic, because they can be incorporated as part of each of the four health topics, as well as of learning across the curriculum.) This organization of health content and application of knowledge provides teachers with the option of using either a "vertical learning" approach, in which the overall expectations are the central organizing element and specific health content is linked to them, or a "horizontal learning" approach, in which instruction is organized around the health content areas but still captures the application emphases articulated in the overall expectations.

Some topics within the Healthy Living strand need to be approached with additional sensitivity, care, and awareness because of their personal nature and their connection to family values, religious beliefs, or other social or cultural norms. These topics can include but are not limited to human development and sexual health, mental health, body image, substance abuse, addictions, violence, harassment, child abuse, gender identity, sexual orientation, illness (including HIV/AIDS), and poverty. It is important that both teachers and learners have a comfort level with these topics so that information can be discussed openly, honestly, and in an atmosphere of mutual respect.

When addressing all topics, but especially ones that can be challenging to talk about, it is important to give students an opportunity to explore all sides of the issue to promote understanding. Facts should be presented objectively, and students given the information they need to make informed decisions. It is important to set ground rules so that discussion takes place in a setting that is accepting, inclusive, and respectful of all.

With the integration of mental health concepts throughout the curriculum and in particular in the Healthy Living strand (see pages 42–43), the topic of suicide may arise in discussions with students. This topic needs to be approached with additional caution. Learning about suicide is best approached through structured, adult-led instruction. It is important to conclude discussions with stories of hope, and information about seeking help. Among students who are vulnerable, thoughts of suicide can be triggered by offhand

comments or even by general information shared in large-group settings. Educators may wish to consult with mental health staff for additional support, as needed, and for guidance on the suitability of the materials, resources, and approaches used in addressing this topic.

Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-being, 2013 (www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf) is a resource designed to help educators understand more about mental health in order to promote the mental health of all students. It provides information to help educators recognize students who may be experiencing distress, and strategies for supporting them on the path to receiving the care they need.

Health Topics

The health content in this strand is divided into four content areas: healthy eating; personal safety and injury prevention; substance use, addictions, and related behaviours; and human development and sexual health. These topics have been chosen because they are fundamentally connected to students’ daily lives. Concepts tied to mental health and emotional well-being are woven throughout all content areas across all grades.

Healthy Eating. This component of the Healthy Living strand equips students with the knowledge and skills they need to make the healthiest eating choices they can. Students learn to examine their own food choices and eating patterns and then make decisions and set appropriate goals, while working within parameters that they can control. Major topics include Canada’s Food Guide (and specialized versions of it, such as *Eating Well with Canada’s Food Guide: First Nations, Inuit and Métis*), nutrition, food choices, factors influencing eating habits, skills for healthy eating, food trends, oral and dental health, food systems, and connections between eating choices, chronic disease prevention, and the health of the environment.

The learning in this topic area emphasizes the importance of student involvement in making food choices and preparing meals and snacks. The objective is to encourage students to make connections between what they learn in the classroom and their own lives and to develop a sense of personal responsibility for taking care of themselves and making healthy food decisions. Hands-on experiences with food help students make real connections between what they learn in the classroom and their own lives.¹⁰ This topic also provides a point of contact with healthy school policies relating to food.

Connections to the home are important. Students bring their learning home to their families, and they have variable amounts of control over the food they eat at home and the food they bring to school. Teachers need to consider these realities and be aware of issues such as poverty, food allergies and sensitivities, disordered eating, and social and cultural practices in order to ensure that the learning is presented with sensitivity. Using a flexible and balanced approach and avoiding rigidity regarding food rules and guidelines can reduce potential triggers to body image and eating concerns. Sensitivity regarding weight and shape and personal values regarding “what is healthy” are important when considering instruction. What can always be stressed, however, is that healthy eating and regular physical activity are essential requirements for maintaining good health over the long term.

10. All food-related activities must adhere to school board anaphylaxis policies. See page 57 for further information.

Personal Safety and Injury Prevention. Learning in this content area is intended not only to reduce adolescents' injuries but also to equip them to recognize, assess, and manage potentially dangerous situations. Personal safety topics focus on developing skills to identify, prevent, and resolve issues in areas such as bullying, peer assault, child abuse, harassment, and violence in relationships. These skills can be applied in both face-to-face situations and online environments. Injury prevention topics focus on areas such as road safety (including pedestrian, bicycle, and vehicle safety); concussion prevention, identification, and management; seasonal safety rules; sun and UV protection; home safety; fire safety; safety when volunteering and working; and first aid.

The expectations address the knowledge and skills needed to reduce safety risks at home, at school, and in the community. Risk taking is a natural and important part of maturation for students, especially adolescents. Having the confidence to take risks is essential to enjoying and achieving in both learning and life. Having the ability to manage risk for both themselves and others, however, is essential to physical safety and mental and emotional well-being. To develop their risk management skills, students will engage in skill-building activities and thoughtful discussion about ways to minimize harm in real-life situations.

Students will also become familiar with the support available to them within their families as well as through agencies and services that provide support and help within the community. However, knowledge alone is not enough: students require the skills necessary to respond appropriately to situations that threaten their personal safety and well-being. Living skills such as self-advocacy, conflict resolution, anger management, and decision-making skills, as well as the ability to use assertiveness, resistance, and refusal techniques, will help them respond safely and effectively to these situations.

Substance Use, Addictions, and Related Behaviours. Education is one critical strategy that can help prevent substance abuse. Parents, guardians, educators, and society in general all have key roles to play in educating students about substance use, misuse, and abuse.

Alcohol and tobacco are the drugs most readily available to Ontario students, and smoking is the primary cause of preventable illnesses, disabilities, and premature deaths in Canada. The learning expectations related to substance use and abuse respond to these facts by focusing on an understanding of the effects of drugs – prescription drugs, non-prescription drugs, illicit drugs, tobacco, and alcohol – and the consequences of their use. This knowledge is integrated with the development of a variety of living skills that help students make and maintain healthy choices.

This strand also addresses addictions and related behaviours that can lead to addictions or compulsive behaviour, such as online gambling or excessive screen time. It includes discussion of the relationship between substance use and abuse and mental health disorders such as anxiety, depression, and eating disorders. Students are made aware of support systems that can help them find healthy, substance-free alternatives for coping with stressful situations.

Human Development and Sexual Health. Human development and sexual health education is more than simply teaching young people about the anatomy and physiology of reproduction. Sexual health, understood in its broadest sense, can include a wide range of topics and concepts, from sexual development, reproductive health, choice and sexual readiness, consent, abstinence, and protection, to interpersonal relationships, sexual orientation, gender identity and gender expression, affection and pleasure, body image, and gender roles and expectations. Sexual development is one component of overall human development, and learning about healthy human development begins at an early age. It is important for that learning to be appropriate to children’s age and stage of development. Younger children learn the names of body parts, begin to understand how their bodies work, and develop skills for healthy relationships, which include demonstrating respect for others. As students grow and develop, they build an understanding of the physical, emotional, social, and cognitive changes that they will experience at puberty. Their learning about human development – and their understanding of its many, interrelated aspects – deepens as students get older and as the nature of their relationships changes. They learn more about self, others, and identity; peer, family, and romantic relationships; personal safety; and decision making. Acquiring information and skills and developing attitudes, beliefs, and values related to identity and relationships are lifelong processes.

The overall and specific expectations in this strand are developmentally appropriate and should be addressed with sensitivity and respect for individual differences. Students should have the knowledge and skills needed to make sound decisions about matters affecting their health and well-being before they experience real-life situations in which decisions have to be made.

Depending on the particular needs of the students in the class or school, it may be helpful to plan for instruction in groupings and/or settings that are most conducive to this learning – including small groups, groups separated by sex, and co-educational groupings.

Integration of Mental Health

Mental health concepts are included within all content areas of the Healthy Living strand. (In fact, students today have opportunities to learn about mental health across the full curriculum, in this and other disciplines.) The focus in this strand is on promoting and maintaining mental health, building an understanding of mental illness, and reducing stigma and stereotypes. Mental health and emotional well-being involve the healthy balance of all aspects of life – physical, intellectual, social, emotional, and spiritual. A person with good mental health is able to think, feel, act, and interact in a way that permits him or her to enjoy life while being able to cope with challenges that arise. Mental health is connected to how we think about and appraise ourselves, our lives, and the people we know and care about. It involves our ability to make realistic sense of the world around us and to react meaningfully to it.

Positive mental health and emotional well-being are closely related to the development of psychological and emotional resilience. Resilience involves being able to recover from difficulties or change – to function as well as before and then move forward. It is often referred to as the ability to “bounce back” from difficulties or challenges. Resilience is enhanced by healthy, active living, but it also depends on many other things. Our lives are affected by a variety of individual characteristics, family circumstances, and community and environmental factors, some of which increase our resilience by protecting us from

emotional and psychological harm and some of which reduce it by exposing us to emotional, social, and psychological risks.

Behaviours that promote mental health are not always correlated with the prevention of mental illness, which can also have a biological component. However, learning about mental health and emotional well-being helps students understand and manage the risk and protective factors that are in their control so that they will be better able to build and maintain positive mental health. (See pp. 5 and 39–40 for additional information on mental health.)

See the Appendix for a quick-reference summary of learning in the Healthy Living strand.

THE STRANDS IN THE GRADE 11 AND 12 DESTINATION COURSES, AND THE TREATMENT OF LIVING SKILLS

The three destination courses are *Health for Life, Grade 11, College Preparation*; *Introductory Kinesiology, Grade 12, University Preparation*; and *Recreation and Healthy Active Living Leadership, Grade 12, University/College Preparation*. There are three strands in each course, which are further divided into subgroups that relate to the overall expectations in the strand, reflecting particular aspects of required learning in the strand topic.

The destination courses are designed to focus on knowledge and skills that will benefit students who are planning to pursue certain postsecondary programs or occupations. In this context, the living skills are *integrated into the specific expectations* rather than being organized in a separate strand as they are in the HALE courses. It is important to remember that the living skills remain critical to student learning in these courses.

The strands and subgroups in the destination courses are as follows:

Health for Life, Grade 11, College Preparation (PPZ3C)

A. Determinants of Health

- A1. Personal Factors
- A2. Social Factors
- A3. Environmental Factors

B. Wellness

- B1. Personal Wellness
- B2. Implementing a Personal Wellness Plan

C. Healthy Communities

- C1. Consumer Health
- C2. Components of Healthy Communities
- C3. Promoting Healthy Living

Introductory Kinesiology, Grade 12, University Preparation (PSK4U)

A. Physical Activity and Sport in Society

- A1. Social Change and Current Issues
- A2. Participation – Influences and Benefits

- B. The Basis of Movement
 - B1. Anatomy and Physiology
 - B2. Human Performance
- C. Biomechanics and Motor Development
 - C1. The Mechanics of Movement
 - C2. Growth and Motor Development

Recreation and Healthy Active Living Leadership, Grade 12, University/College Preparation (PLF4M)

- A. Leadership
 - A1. Leadership Styles
 - A2. Leadership Skills
 - A3. Group Dynamics and Teamwork
- B. Facilitation of Recreation and Leisure
 - B1. Promotion of Lifelong Participation
 - B2. Event Planning and Coordination
 - B3. Safety and Injury Prevention
- C. Mentoring Development
 - C1. Mentorship
 - C2. Healthy Active Living Plan

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

BASIC CONSIDERATIONS

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 sets out the Ministry of Education’s assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement¹¹ of educators at all levels as well as on their ability to work together and to build trust and confidence among parents and students.

A brief summary of some major aspects of the current assessment, evaluation, and reporting policy, with a focus on policy relating to secondary schools, is given below. Teachers should refer to *Growing Success* for more detailed information.

Fundamental Principles

The primary purpose of assessment and evaluation is to improve student learning.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

11. “Professional judgement”, as defined in *Growing Success* (p. 152), is “judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction”.

To ensure that assessment, evaluation, and reporting are valid and reliable and that they lead to improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should *not* be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and student that is specific to each of these two areas of achievement.

The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

Content Standards and Performance Standards

The Ontario curriculum for Grades 9 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The content standards are the overall and specific curriculum expectations identified in the curriculum documents for every subject and discipline.

The performance standards are outlined in the achievement chart, which is provided in the curriculum documents for every subject or discipline (see pages 52–53).

The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make

consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all courses across grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

Assessment *for* Learning and *as* Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer assessment and self-assessment.

Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students

know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation), combined with the teacher's professional judgement and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence.

Seventy per cent of the final grade (a percentage mark) in a course will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Thirty per cent will be based on a final evaluation administered at or towards the end of the course.

Reporting Student Achievement

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. There are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course. The reports reflect student achievement of the overall curriculum expectations, as well as development of learning skills and work habits.

Although there are formal reporting periods, communication with parents and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

THE ACHIEVEMENT CHART FOR HEALTH AND PHYSICAL EDUCATION, GRADES 9–12

The achievement chart identifies four categories of knowledge and skills and four levels of achievement in health and physical education. The components of the chart are explained below. (See also the section "Content Standards and Performance Standards", on pp. 46–47.)

Categories of Knowledge and Skills

The categories represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories help teachers focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on "balance" reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation. However, it also indicates that for different courses, the *relative* importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course and in instructional practice.

Criteria and Descriptors

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides "criteria" and "descriptors".

A set of criteria is identified for each category in the achievement chart. The criteria are subsets of the knowledge and skills that define the category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and they serve as a guide to what teachers look for. In the health and physical education curriculum, the criteria for each category are as follows:

Knowledge and Understanding

- knowledge of content (e.g., facts, definitions, skills, principles and strategies, safe practices and procedures)
- understanding of content (e.g., processes, techniques, ideas, relationships between concepts)

Thinking

- use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies)
- use of processing skills (e.g., synthesizing information, evaluating risk and determining appropriate safety measures, revising fitness goals, detecting bias)
- use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving; analysing movement skills, strategizing, reflecting on learning and determining steps for improvement, critiquing)

Communication

- expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals)
- communication for different audiences (e.g., peers, teammates, adults) and purposes (e.g., to inform, instruct, promote) in oral, visual, and/or written forms
- use of health and physical education conventions, vocabulary, and terminology (e.g., using and interpreting signals and body language; using correct terminology to discuss parts of the body, health-related components of fitness, phases of movement [*preparation, execution, follow-through*]) in oral, visual and/or written forms

Application

- application of knowledge and skills (e.g., movement skills, concepts, principles, strategies; training principles; health concepts; safe practices; personal and interpersonal skills, including teamwork, fair play, etiquette, leadership) in familiar contexts (e.g., physical activities, healthy living discussions)
- transfer of knowledge and skills to new contexts (e.g., transfer of movement skills, strategies, and tactics from a familiar physical activity to a new activity, transfer of planning skills to contexts such as fitness, healthy eating, healthy sexuality)
- making connections within and between various contexts (e.g., between active participation, learning in the health and physical education program, and healthy, active living; between health and physical education, other subjects, and personal experiences in and beyond school)

“Descriptors” indicate the characteristics of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. *Effectiveness* is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a course in the next grade.

Level 2 represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course.*

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier *limited* is used for level 1; *some* for level 2; *considerable* for level 3; and a *high degree of* or *thorough* for level 4. Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with *considerable* effectiveness”.

THE ACHIEVEMENT CHART: Health and Physical Education, Grades 9–12

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, definitions, skills, principles and strategies, safe practices and procedures)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., processes, techniques, ideas, relationships between concepts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., synthesizing information, evaluating risk and determining appropriate safety measures, revising fitness goals, detecting bias)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving; analysing movement skills, strategizing, reflecting on learning and determining steps for improvement, critiquing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, teammates, adults) and purposes (e.g., to inform, instruct, promote) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – (continued)				
	The student:			
Use of health and physical education conventions, vocabulary, and terminology (e.g., using and interpreting signals and body language; using correct terminology to discuss parts of the body, health-related components of fitness, phases of movement [preparation, execution, follow-through]) in oral, visual, and/or written forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., movement skills, concepts, principles, strategies; training principles; health concepts; safe practices; personal and interpersonal skills, including teamwork, fair play, etiquette, leadership) in familiar contexts (e.g., physical activities, healthy living discussions)	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts (e.g., transfer of movement skills, strategies, and tactics from a familiar physical activity to a new activity, transfer of planning skills to contexts such as fitness, healthy eating, healthy sexuality)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between active participation, learning in the health and physical education program, and healthy, active living; between health and physical education, other subjects, and personal experiences in and beyond school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN HEALTH AND PHYSICAL EDUCATION

INSTRUCTIONAL APPROACHES AND TEACHING STRATEGIES

Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress.

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of the explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as "compare and contrast" (e.g., through Venn diagrams and comparison matrices) and the use of analogy give students opportunities to examine concepts in ways that help them see what the concepts *are* and what they *are not*. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

A well-planned instructional program should always be at the student's level, but it should also push the student towards his or her optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

A Differentiated Approach to Teaching and Learning

An understanding of students' strengths and needs, as well as of their backgrounds, life experiences, and possible emotional vulnerabilities, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, *what* they learn continues to be guided by the curriculum expectations and remains the same for all students.

Lesson Design

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating their prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., "Minds On, Action, and Consolidation") is often used to structure these elements.

Instructional Approaches in Health and Physical Education

Instruction in health and physical education should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and be able to enjoy and participate in healthy active living for years to come. In health and physical education, instruction is effective if it motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning in health and physical education is important and valuable for all students.

When planning a program in health and physical education, teachers must take into account a number of important considerations, including those discussed below.

Instruction should emphasize constructivist teaching and experiential learning. Constructivist teaching, which emphasizes the role of the teacher as co-learner and facilitator, promotes authentic experiential learning and learning through inquiry, provides engagement through student-initiated work, creates a sense of community through teamwork and collaboration, and provides options to accommodate different learning styles and intelligences. This experiential and student-centred approach is particularly important in health and physical education because it allows the teacher to respond to a range of experience, backgrounds,

and abilities in physical activity settings and to respond to a range of needs and experiences when addressing healthy living topics and concepts. It is also important to have a balanced program that provides for both direct instruction in content and skills and opportunities for students to use their knowledge and skills in structured as well as unstructured activities.

Student achievement is enhanced by the development of higher-order thinking skills. In health and physical education, students have the opportunity to practise and apply higher-order thinking skills while involved in physical activities as well as when making choices and decisions about factors that affect their health and well-being. Their ability to use these skills is developed through course content that increases their awareness of the ties and relationships between health outcomes (e.g., physical and mental health) and health-related behaviours (e.g., eating habits, substance use, and physical activity). In addition to providing students with opportunities to think critically and creatively about what they are learning, teachers should also encourage students to think about how they are learning. To accomplish this, teachers should support students in developing the language and techniques they need to assess their own learning.

Students learn best by doing. Many of the skills emphasized in this curriculum are best taught and learned through participatory exploration experiences and hands-on activities, with numerous opportunities to practise and apply new learning. Learning by doing and group activities also enable students to develop personal and interpersonal skills as they acquire the knowledge, skills, and habits that will lay the foundation for lifelong healthy, active living. Through regular and varied assessments, teachers can give students the detailed feedback they need to further develop and refine their skills.

Students should have opportunities to participate in a wide range of activities and to complete assignments that not only help them master health and physical education concepts, but also enable them to develop inquiry and research skills and provide opportunities for self-expression and personal choice. Activities should be based on the assessment of students' individual needs, proven learning theory, and best teaching practices. Effective activities enable both direct teaching and modelling of knowledge and skills and the application of learning strategies that encourage students to express their thinking and that engage them in their learning.

To be effective, instruction in health and physical education must be developmentally appropriate. Many of the expectations in the health and physical education curriculum are similar from grade to grade, to provide students with the numerous opportunities they need to explore the basic concepts and skills underlying these expectations in a wide variety of age- and developmentally appropriate ways. Although all students go through predictable stages of motor development, differences in rates of maturation and in the kinds of opportunities they have had to practise motor skills contribute to significant variability in their skills and abilities. As noted earlier, development of motor skills is age-related, not age-dependent. This is a subtle but important distinction that underscores the need for differentiated instruction and assessment. As they develop, students also pass through a number of cognitive and social/emotional developmental stages. To meet the needs of all students at different stages of development, effective teachers provide exposure to a wide range of activities, instruction on skill progressions, opportunities for focused practice, and detailed and supportive feedback and encouragement.

Instruction based on the fundamental principles of health and physical education (see pp. 9–10) provides the framework for a well-planned, inclusive, high-quality health and physical education program. The following questions may be helpful for teachers as they reflect on their implementation of each of the fundamental principles:

1. School, Family, and Community Support

- Are the key messages of the health and physical education program reflected in the school's physical and social environment, policies and programs, and community partnerships?
- Do adults in the school act as positive role models?

2. Physical Activity as the Vehicle for Learning

- Are students given frequent and varied opportunities to be active and engaged?
- Is the environment well planned, managed, and organized to maximize time on task?
- Do *all* students have opportunities to build their fitness and develop the habit of regular physical activity by participating in moderate to vigorous physical activity every day?
- Do students have opportunities to take part in purposeful kinesthetic experiences that help them learn about their bodies and experience the joy of movement?
- Do students have numerous opportunities to improve their skills through practice and physical exploration?
- Are students exposed to a wide variety of physical activities and movement forms?

3. Physical and Emotional Safety

- Is instruction designed to ensure a positive experience in a safe, inclusive, and supportive environment for all students?
- Are all school board safety and equity guidelines being followed?
- Are intentional steps being taken by educators and students to build skills for healthy relationships and ensure that bullying and harassment are prevented, or addressed if and when they occur, in the change room, the gym, outdoors, and in all learning spaces?
- Are activities being modified or adapted as required to ensure that all students are included?
- Is exercise presented as a positive and healthy experience rather than being used as punishment?
- Does the program ensure maximum participation for all by avoiding activities in which students may be eliminated from play, and thereby deprived of opportunities to participate, practise, and improve?
- Are teams designated in ways that are inclusive and fair, avoiding potentially insensitive methods of selection (e.g., having teams chosen by student captains)?
- Are students' diverse backgrounds taken into account when health topics are introduced, to ensure that discussions have personal relevance and that topics are addressed with sensitivity?

4. *Student-Centred, Skill-Based Learning*

- Are program activities and instruction differentiated to provide all students with relevant and engaging learning experiences, so that all students can experience success?
- Are the activities adaptable to meet diverse individual needs and abilities?
- Are instructions clear and succinct and delivered at intervals throughout the lesson, in order to allow for maximum activity and learning?
- Are modified and small-group activities used often, to allow for maximum participation?
- Are students given opportunities to make choices and to adapt the boundaries and level of challenge of activities, the type of equipment used, group sizes, and other features, as well as to choose topics for discussion?
- Are students actively involved in discussing and clarifying criteria for learning?
- Are questioning techniques being used to reveal meaning and to encourage student engagement in, reflection about, and sense of responsibility for learning?

5. *Balanced, Integrated Learning With Relevance to Students' Lives*

- Are individual students experiencing the optimal degree of challenge in their learning, with tasks that are not too difficult and not too easy?
- Does the program integrate learning in health education and learning in physical education, in a way that helps students understand that both are essential for healthy, active living?
- Are a variety of activities presented throughout the year and over the course of a student's experience in the program?
- Does instruction make use of real-life examples, field trips, and communication with parents, community members, and elders so that students' learning in health and physical education is reflected and reinforced in both home and community environments?

Planning and Scheduling Instruction for the Healthy Active Living Education Courses

High-quality instruction in health and physical education is integrated in such a way that students have opportunities to make connections between concepts and skills in all three strands of the curriculum and in the living skill expectations.

Planning of the health education component of the Healthy Active Living Education courses requires careful consideration of when material should be taught explicitly and when topics and concepts can be integrated with learning in physical education and linked to learning in other subjects. Teaching health sporadically or when gymnasium facilities are being used for other purposes will not provide adequate opportunities for learning. Thirty per cent of instructional time should be allocated to health education. Ways of managing instruction will vary from school to school, depending on student needs, timetabling, and available facilities. If more than one teacher is responsible for teaching different parts of the health and physical education curriculum, communication and collaboration between these teachers for instructional planning, evaluation, and reporting is essential.

The living skills should serve as a linking mechanism between instruction in health education and physical education. Some healthy living topics can be taught through physical education and can also be connected to learning in other curriculum areas.

The physical education component of the curriculum should include a balance of games, dance, movement education, outdoor and recreational activities, and opportunities to focus on developing fitness. A mix of individual and group activities, as well as of traditional and new games and activities, provides opportunities for students to think critically and apply movement skills and concepts in different ways.

Planning the Use of Facilities and Equipment for the Healthy Active Living Education Courses

When planning the use of facilities and equipment, teachers should organize the learning environment in a way that allows for movement and ensures student comfort, accessibility, and safety. It is important to plan routines that students can follow as they move to and from the gymnasium or activity space, make transitions from one activity to another, and collect and put away equipment. Planning time and creating guidelines for changing clothes, using equipment, and other procedures can maximize student comfort and participation. In the classroom, teachers should strive to create a space that is comfortable and stimulating and that allows for flexible groupings for student discussion and activities. Displaying student work connected to healthy living discussions can help students make connections with learning in other subjects at school and with their lives outside school.

Since equipment and facilities in individual schools across the province will vary, care has been taken to ensure that the expectations of this curriculum can be met in a variety of settings and using a broad range of equipment. The curriculum contains a wide assortment of examples and prompts that illustrate different ways of meeting the expectations. Teachers can use these as a source of ideas for adapting the delivery of the expectations to meet the particular needs of their students. When making decisions about equipment and facilities, teachers should ensure that they are distributed in a way that provides fair and equal access for all students, taking into account criteria such as gender and range of abilities, and that allows for a variety of activities and choice in activities. The principles and guidelines of Universal Design for Learning (see p. 63, note 12) should also be considered when planning the use of equipment and facilities, so that the needs of all students, including those with special education needs, can be met.

It is important to note that activities that help students fulfil the curriculum requirements do not necessarily require the use of a school gymnasium. The scheduling and accommodation of regular physical education classes, however, may require some creativity, especially if facilities are limited and must be shared by large numbers of students. Classes may be combined if there is sufficient space to permit students to participate safely, and hallways, portables, and outdoor spaces can also be put to use. It may be possible as well to use alternative venues, such as nearby parks, fields, and recreation centres. The use of these various settings will have the advantage of increasing students' awareness of the facilities that are available in their communities.

To support the development of specific skills and add interest to physical activities, a variety of equipment should be used. For example, an activity that focuses on students' catching objects of various sizes and shapes is more effective if it uses a variety of objects,

such as beanbags, tennis balls, beach balls, rubber chickens, and discs. When supplies are limited, teachers will have to be resourceful to ensure that each student has opportunities to use as many different kinds of equipment as possible. Teachers must provide specific instruction to students on the appropriate handling of equipment, ensure that equipment is in good repair and suitably organized, and take into account the size, ability, and age of the students when choosing the most appropriate equipment to use.

Co-educational and Same-Sex Classes for the Healthy Active Living Education Courses

Although all the curriculum expectations can be achieved in either co-educational or same-sex classes, addressing parts of the curriculum in same-sex settings may allow students to learn and ask questions with greater comfort. Same-sex settings may be of benefit to some students not only for the discussion of some health topics, but also for developing and practising some physical skills. Such considerations are particularly relevant in the case of adolescent learners.

It is also important to have time for co-educational learning, which can encourage learning about others, and about differences and commonalities among people, and allows for the development of relationship skills. Teachers should base their decisions about teaching in co-educational or same-sex settings on students' needs. Different strategies may be required at different times, so that students have opportunities to learn in a variety of different groupings.

When planning instruction and considering class groupings, teachers should be aware of and consider the needs of students who may not identify as “male” or “female”, who are transgender, or who are gender-non-conforming. For more information about gender identity, gender expression, and human rights, see the website of the Ontario Human Rights Commission at www.ohrc.on.ca/en/code_grounds/gender_identity.

Acknowledgement of and respect for individual differences regardless of sex or gender identity will encourage student participation and help students learn to collaborate with and respect others. Strategies for encouraging understanding and mutual respect among students include:

- creating an inclusive and welcoming atmosphere in the class and supporting all students to be active participants;
- fostering authentic opportunities for students to provide input into learning activities and approaches;
- providing opportunities for all students to assume leadership roles;
- encouraging and respecting the interests and abilities of all students;
- ensuring that responsibilities are shared equally by all students.

Co-curricular Programs for the Healthy Active Living Education Courses

Within the context of a healthy school, the health and physical education curriculum provides all students with the skills and strategies they need to participate in a wide variety of physical activities. A supportive school environment will provide opportunities for students to continue their learning either in the school, at home, or in the community. Intramural programs allow all students to participate in activities that are informal and

not highly competitive. Interschool programs offer students opportunities to participate in more organized and competitive activities. Other recreational activities and clubs also provide opportunities for students with common interests to participate in physical activities in non-competitive settings. In planning and organizing the health and physical education curriculum, schools should use community organizations, facilities, and programs as resources to provide students with additional experiences and opportunities for physical activity and healthy living.

HEALTH AND SAFETY IN HEALTH AND PHYSICAL EDUCATION

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations.

Teachers are responsible for ensuring the safety of students during classroom activities and also for encouraging and motivating students to assume responsibility for their own safety and the safety of others. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in health and physical education activities. Safety guidelines should outline the practices to be followed for each activity, addressing questions related to equipment, clothing and footwear, facilities, special rules and instructions, and supervision. They should also reflect school board policies on how to conduct activities, and they should be reviewed on a regular basis. While all physical activity involves an element of risk, administrators and teachers have an obligation to provide a safe environment to minimize that risk. Safety awareness, based on up-to-date information, common sense observation, action, and foresight, is the key to safe programming.

Concern for safety should be an integral part of instructional planning and implementation. The primary responsibility for ensuring safer practices rests with the school board and its employees. Wherever possible, potential risks must be identified and procedures developed to prevent or minimize incidents and injuries. In a safe learning environment, the teacher will:

- be aware of up-to-date safety information;
- plan activities with safety as a primary consideration;
- observe students to ensure safe practices are being followed;
- have a plan in case of emergency;
- show foresight;
- act quickly.

Teachers must establish and support a culture of safety-mindedness. They must think about safety before they ask students to participate in any activity. They must consider any potential dangers, assess those dangers, and implement control measures to protect the students from the risks. By implementing safer instructional practices, such as using logical teaching progressions and transitions and choosing age-appropriate and developmentally appropriate activities, teachers can reduce risk and guard against injury. Board policies related to concussion prevention and management (including processes for returning to learning and to physical activity) are particularly relevant in physical education settings.

Field trips may present additional health and safety issues that are not encountered in in-school activities. Field trips can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety.

Students demonstrate that they have the knowledge, skills, and habits of mind required for safe participation in health and physical education activities when they:

- understand why rules are in place;
- follow established routines (e.g., for entering and leaving the gym, changing clothes, and engaging in warm-up and cool-down activities) and apply personal safety skills related to physical activities in the classroom, gymnasium, school, outdoors, and in the community;
- identify possible safety concerns;
- suggest and implement appropriate safety procedures;
- follow the instructions outlined for each activity (e.g., for starting and stopping);
- consistently show care and concern for their safety and that of others;
- wear clothing and use protection appropriate to the activities (e.g., a hat and sunscreen for outdoor activities), wear appropriate footwear and ensure that shoelaces are tied, and remove jewellery when participating in physical activities;
- handle equipment safely and show awareness of the space around them;
- take age-appropriate and developmentally appropriate responsibility for safe behaviour (e.g., for the safe use of equipment) and take necessary precautions when engaging in activities (e.g., using a safety mat);
- follow rules and expectations pertaining to the setting for the activity (e.g., skiing only in designated areas, following venue rules).

When considering students' safety, including their physical safety, it is important to ensure that students feel comfortable physically, socially, emotionally, and psychologically. For example, teachers should be aware of student comfort and safety when students are changing their clothing for physical education, forming groups, demonstrating physical tasks, and discussing health topics. They should also ensure that all students – students of all social and cultural backgrounds, abilities, sexes, gender identities, and sexual orientations – feel included and recognized in all activities and discussions.

It is vitally important that parents inform appropriate school staff members of any medical conditions, including allergies, diabetes, or hemophilia, that might affect their child's participation in physical activities. Sabrina's Law: An Act to Protect Anaphylactic Pupils requires all school boards to have an anaphylaxis policy. Boards must provide regular training of school staff in dealing with life-threatening allergies, and school principals are required to maintain individual plans for pupils who have an anaphylactic allergy, and have emergency procedures in place for anaphylactic students.

PLANNING HEALTH AND PHYSICAL EDUCATION PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013) describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers planning health and physical education courses need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design¹² and differentiated instruction¹³ are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning health and physical education courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations¹⁴ or modified expectations; or
- accommodations only; or

12. The goal of Universal Design for Learning (UDL) is to create a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

13. Differentiated instruction is effective instruction that shapes each student's learning experience in response to his or her particular learning preferences, interests, and readiness to learn.

14. "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment (see *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, p. 72).

- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses,¹⁵ can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry’s requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). (Both documents are available at www.ontario.ca/edu.)

Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the course expectations. The accommodations required to facilitate the student’s learning must be identified in his or her IEP (*IEP Standards, 2000*, p. 11). A student’s IEP is likely to reflect the same accommodations for many, or all, subjects or courses.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, adaptive equipment, or assistive software.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004*, for more examples).

If a student requires “accommodations only” in health and physical education courses, assessment and evaluation of his or her achievement will be based on the regular course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student’s Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

15. Alternative programs are identified on the IEP by the term “alternative (ALT)”.

Students Requiring Modified Expectations

In health and physical education courses, modified expectations for most students with special education needs will be based on the regular course expectations, with changes in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (*IEP Standards, 2000*, pp. 10 and 11). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which his or her performance will be evaluated, resulting in a grade or mark that is recorded on the Provincial Report Card. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000*, p. 11).

If a student requires modified expectations in health and physical education courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, page 62, must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

Guidelines for Meeting Special Needs in Health and Physical Education

The following general guidelines can help teachers ensure that students with special education needs are able to participate as fully as possible in health and physical education activities:

- Focus instruction on what the student is able to do rather than on his or her disability or special education needs.
- Consult with the student about his or her needs and about choosing strategies that will help him or her feel comfortable and included.
- Approach each situation on an individual basis, in consultation with the special education teacher and/or support systems and agencies, making individual adaptations in response to the student's needs, and requirements outlined in the IEP.

- Make adjustments only when necessary and consider adjustments to be temporary and fluid. Continue to make accommodations and modifications as needed.
- Break down new skills and focus on building each skill in a structured progression.
- Be fair to all participants and avoid drawing attention to accommodations or modifications that are provided for individual students.
- Make sure appropriate equipment is available, and use specialized equipment, such as balls of appropriate sizes, colours, weights, and/or textures, when necessary.
- Adjust the rules of activities to increase students' chances of success while retaining a suitable level of challenge (e.g., by increasing the number of tries/ attempts allowed, making a target bigger or bringing it closer, adjusting the size of the playing area, varying the tempo of the music, lengthening or shortening the playing time).
- Give verbal cues or prompts.
- Have a partner provide assistance.
- Consider what accommodations, adjustments, or special guidelines may be required to assist students in understanding social rules and codes of conduct in a variety of spaces, and in coping with change room routines, transitions between activities, and moving to and from the gymnasium.

Depending on the special education needs of the students, some additional considerations may be relevant for their instruction in health education. These considerations may apply to all health topics, but are particularly relevant to human development and sexual health. Some students with intellectual and physical disabilities or other challenges may be at greater risk of exploitation and abuse, and some may not have experienced acknowledgement of their healthy sexuality or their right to enjoy their sexuality. These students may also have had fewer formal and informal opportunities to participate in sexual health education. Teachers need to ensure that these students' privacy and dignity are protected, and that the resources used are appropriate to their physical, intellectual, social, and emotional development and needs. Different kinds of accommodations and approaches will be required for different students, but it is important to ensure that all students have access to information and support regarding their sexual health.

Some students with special education needs may have difficulty with abstract thinking, including thinking about the consequences of their behaviour, and may have trouble understanding the boundaries between private and public with respect to behaviour or their own bodies. When teaching students with special education needs about sexual health, it is important to teach the information in a variety of ways and to provide ample opportunity for information to be repeated and for skills such as refusal skills to be practised and reinforced. Examples need to be concrete. Students need to be taught about their right to refuse and about ways of showing affection appropriately and recognizing and respecting consent.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately twenty per cent of the students in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:

English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some First Nations, Métis, or Inuit students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a “silent period” during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Responsibility for students’ English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modelling; use of music, movement, and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; pre-teaching of key vocabulary; peer tutoring; strategic use of students’ first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams that show how to use equipment or perform skills, food guides and other health resources available in languages that students speak at home, bilingual dictionaries, visual material, displays; music, dances, games, and materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; use of portfolios, demonstrations, visual representations or models, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Teachers need to adapt the program for English language learners as they acquire English proficiency. For students in the early stages of language acquisition, teachers need to modify the curriculum expectations in some or all curriculum areas. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the Provincial Report Card only when modifications have been made to curriculum expectations to address the language needs of English language learners (the box should *not* be checked to indicate simply that they are participating in ESL/ELD programs or if they are only receiving accommodations). There is no requirement for a statement to be added to the “Comments” section of the report cards when the ESL/ELD box is checked.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

For further information on supporting English language learners, refer to the following documents:

- *The Ontario Curriculum, Grades 9–12: English as a Second Language and English Literacy Development, 2007*
- *English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
- *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008*
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005.*

ENVIRONMENTAL EDUCATION AND HEALTH AND PHYSICAL EDUCATION

Ontario’s education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009, p. 6

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in *Acting Today, Shaping Tomorrow* are organized around the themes of teaching and learning, student engagement and community connections,

and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of having organizations and individuals within the education system provide leadership by implementing and promoting responsible environmental practices throughout the system so that staff, parents, community members, and students become dedicated to living more sustainably.

The Healthy Active Living Education courses in health and physical education offer many opportunities for accomplishing these goals. The learning environments for health and physical education include the school grounds, fields and trails in the vicinity of the school, and various other outdoor venues. Teaching students to appreciate and respect the environment is an integral part of being active in these spaces. Appreciating the value of fresh air and outdoor spaces, understanding the environmental benefits of healthy practices such as active transportation and the environmental implications of various food choices, being aware of the impact of using trails, and understanding the health risks associated with environmental factors such as sun exposure and air pollution are all components of environmental education that are integrated with learning in health and physical education. To facilitate these connections, health and physical education teachers are encouraged to take students out of the classroom and into the world beyond the school to help students observe, explore, and appreciate nature as they discover the benefits of being active outdoors.

Living skills, which are integrated throughout the HALE program of the health and physical education curriculum, are also closely tied to environmental education. As students learn more about themselves through the development of personal skills, learn to work effectively and respectfully with others through the development of interpersonal skills, and acquire the capacity for systems thinking through the development of critical and creative thinking skills, they increase their capacity to make connections with the world around them and to become environmentally responsible citizens.

A resource document – *The Ontario Curriculum, Grades 9–12: Environmental Education, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning “in, about, and/or for” the environment. Teachers can use this document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as *the context for learning*. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education’s website, at www.edu.gov.on.ca/eng/teachers/enviroed/publications.html.

HEALTHY RELATIONSHIPS AND HEALTH AND PHYSICAL EDUCATION

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust,

and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

Several provincial policies, programs, and initiatives, including Foundations for a Healthy School, the Equity and Inclusive Education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed “that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum” (p. 11). Teachers can promote this learning in a variety of ways. For example, by giving students opportunities to apply critical thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means, they can help them develop and practise the skills they need for building healthy relationships. Co-curricular activities such as clubs, intramural and interschool sports, and groups such as gay-straight alliances provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of “teachable moments” to address immediate relationship issues that may arise among students.

In health education, the study of healthy relationships includes learning about the effects and the prevention of all types of violence and bullying/harassment, whether face-to-face or online. Learning focuses on the prevention of behaviours that reflect sexism, racism, classism, ableism, sizeism, heterosexism, and homophobia and transphobia. Instances of harassment, such as teasing related to weight or appearance, identity, or ability, need to be addressed and can be related directly to concepts that students are learning in the HALE courses. As teachers strive to create an inclusive and respectful learning environment, it is also important that they examine and address their own biases.

The skills that are needed to build and support healthy relationships can be found throughout the health and physical education curriculum, and especially in the Healthy Active Living Education courses. Expectations that focus on the characteristics of healthy relationships and on ways of responding to challenges in relationships introduce students, in age-appropriate ways, to the knowledge and skills they will need to maintain healthy relationships throughout their lives.

In particular, students need to develop and practise effective interpersonal skills to support their ability to relate positively to others. The living skills component of the Healthy Active Living Education courses provides the basis for developing the communication, relationship, and social skills that are necessary for forming and maintaining healthy relationships.

Physical activities in the gymnasium and other spaces and health education discussions in the classroom provide numerous and varied opportunities for students to interact and refine these skills. In addition, students improve their ability to contribute to healthy relationships as they develop self-awareness skills, personal coping and management skills, and critical and creative thinking skills and processes in all strands of the Healthy Active Living Education courses.

EQUITY AND INCLUSIVE EDUCATION IN HEALTH AND PHYSICAL EDUCATION

The Ontario Equity and Inclusive Education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, teachers enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members of diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special

events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nation, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school.

In implementing the active living and movement competence strands of the Healthy Active Living Education curriculum, teachers should ensure that students are exposed to a wide range of activities and skills that appeal to both male and female students. Sports and games should be balanced with small-group, individual, and recreation activities, including exercises for physical fitness and activities for stress reduction, such as simple yoga techniques.

Teachers must also provide accommodation for students from various faith communities, consistent with the board's religious accommodation guideline – for example, in some cases, segregated swimming classes for male and female students and same-sex partnering for small-group activities might be required – and be aware of clothing restrictions that might exist for some students. In addition, teachers may need to provide accommodations for students who are fasting for religious reasons.

The physical activity component of the curriculum should also take into account the range of student abilities and the diversity of their backgrounds and needs. Teachers should familiarize themselves with strategies that would allow them to involve all students in an appropriate way. Introducing games and activities that have roots in a particular community, for example, can make the learning environment more relevant for students from that community as well as promote cultural awareness and respect among all students. Lacrosse, with its origins in games played by the Haudenosaunee or Iroquois nations, is a good example of a culturally relevant activity that will also appeal to students from all backgrounds. When introducing these kinds of activities into the program, teachers should make the connection to the cultural heritage explicit in order to build understanding, awareness, and respect.

The Healthy Living expectations contained in this document provide teachers with the opportunity to address a number of key issues related to equity, antidiscrimination, and inclusion. Among these are gender issues in the area of healthy sexuality, including the existence of differing norms for sexual behaviour and different risks associated with unprotected sexual activity. In addition, food choices and eating habits may be influenced by personal beliefs or by religious and cultural traditions (e.g., vegetarianism, religious fasting, traditional foods), and these should be addressed in instruction relating to healthy eating. The issue of body image and the detrimental effects of homogenized standards of beauty and physical appearance promoted in the media also have implications for equity and inclusiveness that may affect students. The use of steroids and drugs to enhance athletic performance and appearance, and harmful diets to achieve impossible standards of beauty, should be examined.

FINANCIAL LITERACY IN HEALTH AND PHYSICAL EDUCATION

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that:

Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

Health and physical education is linked to financial literacy education in a number of ways. In the Healthy Active Living Education courses, the Healthy Living expectations provide opportunities for the exploration of financial issues in connection with a variety of health topics, such as considering how affordability can impact healthy eating choices and examining the economic costs associated with substance use. In making decisions related to achieving their personal fitness goals, students consider financial factors such as the affordability of different physical activity options. They may also have opportunities to examine how physical activity and sports affect and are affected by the economy, develop consumer awareness as they consider choices that affect their health and well-being, and consider cost-effective ways to disseminate health promotion messages to specific target audiences. The exploration of such issues also involves the application of the personal, interpersonal, and critical and creative thinking skills developed in the living skills component of the program. The understanding of their own identity and the personal relationship skills and thinking skills that students develop in the program will contribute to making sound and informed financial decisions throughout their lives.

A resource document – *The Ontario Curriculum, Grades 9–12: Financial Literacy Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies the curriculum expectations and related examples and prompts, in disciplines across the Ontario curriculum, through which

students can acquire skills and knowledge related to financial literacy. The document can also be used to make curriculum connections to school-wide initiatives that support financial literacy. This publication is available on the Ministry of Education’s website, at www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf.

LITERACY, INQUIRY SKILLS, AND NUMERACY IN HEALTH AND PHYSICAL EDUCATION

A vision of literacy for adolescent learners in Ontario schools might be described as follows:

All students are equipped with the literacy skills necessary to be critical and creative thinkers, effective meaning makers and communicators, collaborative co-learners, and innovative problem solvers. These are the skills that will enable them to achieve personal, career, and societal goals.

Students, individually and in collaboration with others, develop skills in three areas, as follows:

- **Thinking:** Students access, manage, create, and evaluate information as they think imaginatively and critically in order to solve problems and make decisions, including those related to issues of fairness, equity, and social justice.
- **Expression:** Students use language and images in rich and varied forms as they read, write, listen, speak, view, represent, discuss, and think critically about ideas.
- **Reflection:** Students apply metacognitive knowledge and skills to monitor their own thinking and learning, and in the process, develop self-advocacy skills, a sense of self-efficacy, and an interest in lifelong learning.

As this vision for adolescent literacy suggests, literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Students need to learn to think, express, and reflect in discipline-specific ways. Teachers support them in this learning by not only addressing the curriculum expectations but also considering, and purposefully teaching students about, the literacy demands of the particular subject area. Literacy, inquiry skills, and numeracy are critical to students’ success in all subjects of the curriculum, and in all areas of their lives.

Many of the activities and tasks that students undertake in the health and physical education curriculum support them in their ability to think, express, and reflect in discipline-specific ways. These include researching, discussing, listening, viewing media, communicating with words and with the body, connecting illustrations and text, role playing to create meaning through stories, and – especially important for kinesthetic learners – communicating through physical activity. Students use language to record their observations, to describe their critical analyses in both informal and formal contexts, and to present their findings in presentations and reports in oral, written, graphic, and multimedia forms. Understanding in health and physical education requires the understanding and use of specialized terminology. In all health and physical education programs, students are required to use appropriate and correct terminology, and are encouraged to use language with care and precision in order to communicate effectively.

Fostering students’ literacy skills is an important part of the teacher’s role in health and physical education. In addition to developing reading, writing, and media literacy

skills, students in health and physical education need to be able to communicate orally by listening and speaking and to communicate physically through body language. (Oral communication skills are traditionally thought to include using and interpreting body language. In the health and physical education curriculum, this skill is broadened into its own category of “physical communication skills”.) Developing these skills will help students to acquire other learning in health and physical education and to communicate their understanding of what they have learned.

Physical communication skills are fundamental to the development of physical literacy. Students learn to understand how their bodies move and how to use their bodies to communicate their intended movements. They learn to adjust their movements through self-correction and peer feedback in order to improve the efficiency or effectiveness of the action. Students learn to use their bodies to express their feelings and share information and also learn to interpret body language for a variety of purposes, such as recognizing signs of danger and resistance in the body language of others, recognizing physical signs of emotions during conflict resolution, and reading body cues in personal interactions or game situations. To develop their physical communication skills, students need to observe movement and to practise moving and expressing themselves through their bodies. Physical education activities and active and experiential learning in health education provide students with numerous opportunities for hands-on practice and observation of the physical communication skills that allow them to send, interpret, and receive information without saying a word.

Although physical communication skills are an important component of health and physical education, oral communication skills are also a key part of the development of health and physical literacy and are essential for thinking and learning. Through purposeful talk, students not only learn to communicate information but also to explore and to understand ideas and concepts, identify and solve problems, organize their experience and knowledge, and express and clarify their thoughts, feelings, and opinions. To develop their oral communication skills, students need numerous opportunities to talk about a range of topics in health and physical education. These opportunities are available throughout the curriculum. The expectations in all strands give students a chance to engage in brainstorming, reporting, and other oral activities to identify what they know about a new topic, discuss strategies for solving a problem, present and defend ideas or debate issues, and offer critiques or feedback on work, skill demonstrations, or opinions expressed by their peers.

Whether students are talking, writing, or showing their understanding in health and physical education, teachers can prompt them, through questioning, to explain the reasoning that they have applied to a particular solution or strategy, or to reflect on what they have done. Because rich, open-ended questioning is the starting point for effective inquiry or for addressing a problem, it is important that teachers model this style of questioning for their students and allow students multiple opportunities to ask, and find answers to, their own questions.

When reading texts related to health and physical education, students use a different set of skills than they do when reading fiction. They need to understand vocabulary and terminology that are unique to health and physical education, and must be able to interpret symbols, charts, and diagrams. To help students construct meaning, it is essential that teachers continue to help students develop their reading skills and strategies when they

are reading to learn in health and physical education. In addition, there are many works of fiction that can be used to illustrate key concepts in health and physical education, such as resilience, healthy living, and active living. Teachers of English could assign works of fiction that model concepts from the health and physical education curriculum in order to provide opportunities for meaningful discussion about healthy, active living.

The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum in Grades 7–12. Helpful advice for effectively addressing the literacy demands of different curriculum areas, including health and physical education, may be found in resource materials available in the literacy domain of the EduGAINS website, at www.edugains.ca/newsite/literacy/index.html.

Critical Thinking and Critical Literacy

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Students use critical-thinking skills in health and physical education when they assess, analyse, and/or evaluate the impact of something and when they form an opinion and support that opinion with a rationale. In order to think critically, students need to ask themselves effective questions in order to: interpret information; analyse situations; detect bias in their sources; determine why a source might express a particular bias; examine the opinions, perspectives, and values of various groups and individuals; look for implied meaning; and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference. In the health and physical education curriculum, the living skills expectations address both critical thinking and creative thinking skills, and students have opportunities to apply these skills in a variety of contexts and situations across the curriculum.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking.

Critical literacy is the term used to refer to a particular aspect of critical thinking. Critical literacy involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy is concerned with issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to take into account: points of view (e.g., those of people from

various cultures); context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed); the background of the person who is interacting with the text (e.g., upbringing, friends, communities, education, experiences); intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced previously); gaps in the text (e.g., information that is left out and that the reader or viewer must fill in); and silences in the text (e.g., the absence of the voices of certain people or groups).

In health and physical education students who are critically literate are able, for example, to actively analyse media messages and determine possible motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Only then are students equipped to produce their own interpretation of an issue. Opportunities should be provided for students to engage in a critical discussion of “texts”, including books and textbooks, television programs, movies, web pages, advertising, music, gestures, oral texts, and other forms of expression. Such discussions empower students to understand the impact on members of society that was intended by the text’s creators. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

The literacy skill of *metacognition* supports students’ ability to think critically through reflection on their own thought processes. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines, and for empowering students with the skills needed to monitor their own learning. As they reflect on their strengths and needs, students are encouraged to advocate for themselves to get the support they need in order to achieve their goals. In health and physical education, metacognitive skills are developed in a number of ways. For example, one area of focus in the living skills expectations is personal skills, such as self-awareness, self-monitoring, and adaptive, management, and coping skills. As students develop these skills, they learn to recognize their strengths and needs, develop coping strategies, monitor their progress, and develop plans for making healthier choices and for healthy living. Similarly, students reflect on technique and monitor personal progress to develop and refine movement skills, and monitor personal progress to help improve personal fitness.

Inquiry Skills

Inquiry and research are at the heart of learning in all subject areas. In health and physical education courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. Teachers can support this process through their own use of effective questioning techniques and by planning instruction to support inquiry (particularly in the context of experiential learning). Different kinds of questions that can be used to stimulate thinking include the following:

- *simple skill-related questions*, which elicit purposeful feedback and develop skill awareness (e.g., How was your head positioned when you landed from the jump? What resources can you use to find information about mental health supports in your community?)

- *analytical questions*, which develop decision-making and problem-solving skills with respect to game or activity strategy or a personal health choice by asking how or why (e.g., How can you and your partner work together in order to keep possession of the ball longer? How would you go about solving a problem in a relationship? What steps do you need to take? What biomechanical principles would you focus on to improve your yoga movement?)
- *review questions*, which develop thinking skills related to reflecting on an activity or on the development of a skill and devising ways to improve the activity or approach (e.g., What could you change in this activity so that everyone has more of a chance to be involved in the play? What did you like about that activity? What skills are you developing by playing this game? What might you have done differently that might have involved less risk of injury or harm?)

The ability to respond to such questions helps students build their confidence and competence as they develop physical and health literacy. The teacher’s questioning also provides students with a model for developing their own habits of inquiry.

As they advance through the grades, students acquire the skills to locate and gather relevant information from a wide range of print and electronic sources, including books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

Numeracy Skills

The health and physical education program also builds on, reinforces, and enhances numeracy, particularly in areas involving computation and graphing. For example, calculations and graphing are often used when tracking changes in fitness or when recording food intake in connection with the development of healthy eating plans.

THE ROLE OF THE SCHOOL LIBRARY IN HEALTH AND PHYSICAL EDUCATION

The school library program can help build and transform students’ knowledge in order to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the health and physical education curriculum by encouraging students to read widely, teaching them to examine and read many forms of text for understanding and enjoyment, and helping them improve their research skills and effectively use information gathered through research.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- develop literacy and research skills using non-fiction materials;

- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. Teacher-librarians, where available, collaborate with classroom or content-area teachers to design, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, process, critically evaluate, create, and communicate information;
- use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings to different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

In addition, teacher-librarians can work with teachers of health and physical education to help students:

- develop literacy in using non-print forms, such as the Internet, CDs, DVDs, and videos, in order to access relevant information, databases, demonstrations, and a variety of performances;
- design inquiry questions for research for health and physical education projects;
- create and produce single-medium or multimedia presentations.

Teachers of health and physical education are also encouraged to collaborate with both local librarians and teacher-librarians in collecting digital, print, and visual resources for projects (e.g., picture books for inspiration, culture-specific image collections, informational and performance videos); helping students access health and physical education information, demonstrations, and performances on the Internet, CDs, DVDs, and videos; and design inquiry questions for research for health and physical education projects.

In addition to resource materials in the school library, teachers may be able to access collections of copyright-free music in specialized libraries for use in rhythm and movement education and dance. Teachers need to discuss with students the concept of ownership of work and the importance of copyright in all forms of media.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN HEALTH AND PHYSICAL EDUCATION

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT tools include multimedia resources, databases, websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings.

ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

The integration of information and communications technology into the health and physical education program represents a natural extension of the learning expectations, as does the use of other technological devices such as pedometers and heart rate monitors.

Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning. Current technologies are useful both as research tools and as creative media. For example, students working individually or in groups can use digital technology (e.g., mobile applications and devices, the Internet) to gain access to health, fitness, or safety information. Mobile or online applications or software can be used to record food choices over a period of time, calculate nutrient intake, maintain a fitness profile, monitor fitness targets, illustrate movement skills, and assist with other tasks that help students achieve healthy living goals. Wearable devices can provide data and feedback to support tracking and monitoring of fitness goals. Students can use apps or interactive software to participate in a range of simulated physical activities and to analyse their individual movement competence. They can use fitness apps and digital recording devices to set and track fitness goals and monitor progress and improvements. In addition, students can use digital devices to design and present multimedia works, to record the process of creating their dance or movement sequences, to support the development of movement skills, to record role-playing scenarios while practising interpersonal and decision-making skills related to healthy relationships, and for numerous other purposes.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to inaccurate information, Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of educational software programs to support health and physical education are licensed through the ministry and are listed at www.osapac.org/db/software_search.php?lang=en.

THE ONTARIO SKILLS PASSPORT: MAKING LEARNING RELEVANT AND BUILDING ESSENTIAL SKILLS AND WORK HABITS

The Ontario Skills Passport (OSP) is a free, bilingual, web-based resource that provides teachers and students with clear descriptions of the “Essential Skills” and work habits important in work, learning, and life. Teachers planning programs in health and physical education can engage students by using OSP tools and resources to show how what they learn in class can be applied in the workplace and in everyday life.

The Essential Skills identified in the OSP are:

- Reading Text
- Writing
- Document Use

- Computer Use
- Oral Communication
- Numeracy: Money Math; Scheduling or Budgeting and Accounting; Measurement and Calculation; Data Analysis; and Numerical Estimation
- Thinking Skills: Job Task Planning and Organizing; Decision Making; Problem Solving; Finding Information; and Critical Thinking

Work habits specified in the OSP are: working safely, teamwork, reliability, organization, working independently, initiative, self-advocacy, customer service, and entrepreneurship.

Essential Skills, such as Reading Text, Document Use, and Problem Solving, are used in virtually all occupations and are the foundation for learning other skills, including technical skills. OSP work habits such as organization, reliability, and working independently are reflected in the learning skills and work habits addressed in the Provincial Report Card. Essential Skills and work habits are transferable from school to work, independent living, and further education or training, as well as from job to job and sector to sector.

Included in the OSP are videos and databases that focus on everyday tasks and occupation-specific workplace tasks, which teachers can use to connect classroom learning to life outside of school. Teachers can also consult *A Guide to Linking Essential Skills and the Curriculum, 2015*, which illustrates how to integrate explicit references to Essential Skills into classroom activities as well as how to give feedback to learners when they demonstrate these skills.

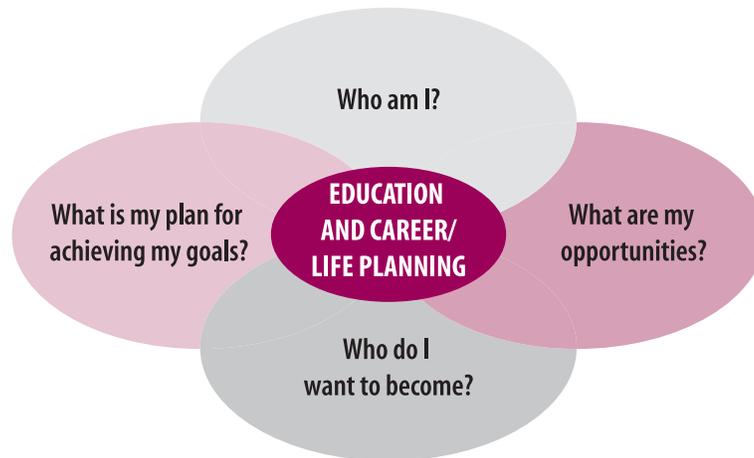
For further information on the Ontario Skills Passport, including the Essential Skills and work habits, visit www.skills.edu.gov.on.ca.

EDUCATION AND CAREER/LIFE PLANNING THROUGH THE HEALTH AND PHYSICAL EDUCATION CURRICULUM

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals – Who do I want to become?; and, (4) achieving goals and making transitions – What is my plan for achieving my goals?.



Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in health and physical education courses, particularly the living skills expectations, provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life. Developing self-awareness as part of personal skills links closely to the question “Who am I?” The living skills expectations that relate to critical and creative thinking support decision making, goal setting, and planning for transitions – all important aspects of career/life planning.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathway through secondary school and on to their postsecondary destination. In addition, through experiential learning, students develop the skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations.

Experiential learning opportunities associated with various aspects of the health and physical education curriculum help broaden students’ knowledge of employment opportunities in a wide range of fields, including food and nutrition sciences, early childhood education, personal and fitness training, community sport and recreation, and social policy and research related to health promotion, physical education, and sport.

Students who choose to take a two-credit cooperative education program with a health and physical education course as the related course are able, through this package of courses, to meet the Ontario Secondary School Diploma additional compulsory credit requirements for Groups 1, 2, and 3.

Policies and guidelines regarding workplace opportunities, including job shadowing, work experience, and cooperative education, are outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*, which is available on the ministry website, at www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf.

For guidelines to ensure the provision of Workplace Safety and Insurance Board (WSIB) coverage for students who are at least fourteen years of age and are on work placements of more than one day, see Policy/Program Memorandum No. 76A, “Workplace Safety and Insurance Coverage for Students in Work Education Programs” (September 2000), at www.edu.gov.on.ca/extra/eng/ppm/76a.html. Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or working in specific workplace settings.

PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH SKILLS MAJOR

Health and physical education courses are well suited for inclusion in Specialist High Skills Majors (SHSMs) or in programs designed to provide pathways to particular apprenticeship, college, university, or workplace destinations. In some SHSM programs, courses in this curriculum can be bundled with other courses to provide the academic knowledge and skills important to particular economic sectors and required for success in the workplace and postsecondary education, including apprenticeship training. Health and physical education courses can also serve as the in-school link with cooperative education credits that provide the workplace experience required not only for some SHSM programs but also for various program pathways to postsecondary education, apprenticeship training, and workplace destinations.

ETHICS IN THE HEALTH AND PHYSICAL EDUCATION PROGRAM

The health and physical education curriculum provides varied opportunities for students to learn about ethical issues, explore ethical standards, and demonstrate ethical responsibility. As students learn and apply the principles of fair play – through concepts such as inclusion and respect for all – in a variety of settings and activities, they are developing an understanding of ethics. This understanding deepens as they develop living skills – as they learn about themselves and their interactions with others, and as they practise thinking critically and creatively. The health and physical education program also provides opportunities to explore ethical issues related to topics such as violence in sport, the use of performance-enhancing substances, and the notion of winning at all costs. Similarly, students can explore how sports and physical activity can be used to build community, and they can consider ethical questions related to health promotion and the use of human subjects in research. The website of the Canadian Centre for Ethics in Sport, at www.cces.ca/en/home, provides numerous other examples.

Students can also learn and apply citizenship education skills through health and physical education. Educators can consult the Citizenship Education Framework that appears on page 10 of *The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2013* to make relevant connections.

When exploring issues related to health and physical education as part of an inquiry process, students may need to make ethical judgements. Such judgements may be necessary in evaluating evidence and positions on various issues or in drawing conclusions about issues, claims, or events. Teachers may need to help students in determining the factors to consider when making these judgements. In addition, teachers provide support and supervision throughout the inquiry process, helping students become aware of potential ethical concerns and of appropriate ways to address those concerns. Students who are conducting surveys or interviews may need guidance to ensure that they respect the dignity, privacy, and confidentiality of their participants. Teachers also supervise the choice of research topics to ensure that student researchers are not inadvertently exposed to information and/or perspectives for which they are not emotionally or intellectually prepared (e.g., personal interviews that lead to disclosure of abuse).

In all subjects and disciplines, students must have a clear understanding of the issue of plagiarism. In a digital world that allows free access to abundant information, it is easy to copy the words of others and present them as one's own. Students need to be reminded of the ethical issues surrounding plagiarism, and have a clear understanding of the consequences of plagiarizing before they engage in research and writing. It is important to discuss not only the more "blatant" forms of plagiarism, but also more nuanced instances that can occur. Students often struggle to find a balance between writing in their own voice and acknowledging the work of researchers in the field. It is not enough merely to admonish students against plagiarizing, and to penalize those who do. The skill of writing in one's own voice, while appropriately acknowledging the work of others, should be explicitly taught to all students in all classes, including health and physical education.

COURSES



Healthy Active Living Education, Grade 9

Open

PPL10

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

***Note:** Courses for Grade 9 Healthy Active Living Education must address all of the expectations in the curriculum. However, focus courses centred around a particular group of physical activities may be used as the vehicle through which students will attain the expectations.*

The possible groupings for Grade 9 focus courses and their corresponding course codes are:

- *Healthy Living and Personal and Fitness Activities – PAF10*
- *Healthy Living and Large-Group Activities – PAL10*
- *Healthy Living and Individual and Small-Group Activities – PAI10*
- *Healthy Living and Aquatic Activities – PAQ10*
- *Healthy Living and Rhythm and Movement Activities – PAR10*
- *Healthy Living and Outdoor Activities – PAD10*

For more information about the delivery of such courses, see pages 20–21.

LIVING SKILLS



Student learning related to the Living Skills expectations takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and should be assessed and evaluated within these contexts.

OVERALL EXPECTATION

By the end of this course, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

SPECIFIC EXPECTATIONS

1. Living Skills

By the end of this course, students will:

Personal Skills (PS)*

- 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** explain how knowing themselves – their likes, dislikes, strengths, and abilities – can contribute to their enjoyment of being active and support their participation in physical activity; **Movement Competence:** assess their technique when performing manipulation skills, such as sending, receiving, or retaining, to determine what adjustments need to be made to improve these skills; **Healthy Living:** describe the importance of understanding their personal strengths and values and using this understanding to guide them in making thoughtful decisions about their health)
- 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** use time-management and organizational skills to plan for being active on a daily basis; **Movement Competence:** refine movements by using feedback from others and self-assessment in order to correct body position during different phases of a skill; **Healthy Living:** identify supports that are available to help individuals cope with the psychological, social, and physical challenges and related stresses that may come with questioning their gender identity, their sexual orientation, or the way they express their gender by how they choose to act, dress, behave, and interact with others)

Teacher prompt: “Mental health involves finding a balance in all aspects of life. That’s why it’s important to take care of yourself emotionally, socially, mentally, and spiritually as well as physically. Stress can affect all of these aspects of our lives. What are some strategies that you use or know of to cope with stress?”

* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 25–29 for a discussion of living skills.)

Students: “I do a variety of things, such as getting outside, listening to music that relaxes me, or going to the skateboard park, where I can burn off the tension, have some fun, and socialize with my friends. I also meditate when I can. That helps me feel grounded.” “My sister goes to tae kwon do classes, and she finds it’s a great way to reduce her stress.” “Generally, I find that when I stay active, eat healthy foods, and get enough sleep, I feel better, and when I feel better, I function better. That helps me avoid stress and gives me more strength to deal with stress that can’t be avoided.” “Having the support of friends, parents, or other trusted adults, like spiritual leaders, counsellors, or coaches, can help you deal with the bigger problems and the stress that goes with them.”

Interpersonal Skills (IS)*

- 1.3** communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** describe how to communicate information clearly and concisely before starting cardiopulmonary resuscitation (CPR); **Movement Competence:** communicate with a partner during a doubles match in a net/wall game or a teammate in a territory game to ensure cohesive play; **Healthy Living:** demonstrate, through role play, the ability to reach out with compassion to a friend who seems to be struggling emotionally or the ability to use assertiveness skills to respond to situations or comments that might trigger conflict)

Teacher prompt: “When starting high school, sometimes students feel stressed or struggle with all the changes. What can you do if you notice that another Grade 9 student seems overwhelmed?”

Student: “The first step is to notice. It’s easy to get caught up in our own lives and think we are the only ones that are struggling. Sometimes just inviting someone to sit with you at lunch or hang out after school can make a huge difference.”

- 1.4** apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., **Active Living:** show respect for decisions and calls of peers who are officiating game activities; **Movement Competence:** work cooperatively with a partner to complete a series of tasks in activities such as orienteering; **Healthy Living:** describe strategies that can help them make healthy and affordable food choices when their friends prefer eating at fast-food restaurants)

Critical and Creative Thinking (CT)*

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., **Active Living:** use self-assessment information to identify adjustments that may be necessary in their fitness plans; **Movement Competence:** explain how the ability to apply movement skills, concepts, and strategies affects their movement competence and confidence and encourages their lifelong participation in physical activity; **Healthy Living:** describe strategies, such as planning in advance, weighing pros and cons, or considering consequences, that they can use to make decisions in a variety of situations: on small daily matters such as getting a ride or walking to school; matters with longer-term impacts such as the selection of courses that lead to a desired career path; or matters related to personal health and safety such as using the Internet and social media, texting, and reacting positively and proactively to peer pressure to smoke, take drugs, or drink alcohol in social situations)

A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of this course, students will:

- A1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;
- A2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

A1. Active Participation

By the end of this course, students will:

- A1.1** actively participate in all aspects of the program (*e.g., being appropriately prepared and equipped to participate in the activity, being engaged in the activity, striving to do their personal best, adapting to challenges when exploring new activities, monitoring their progress and successes in order to boost their confidence and increase their willingness to try new activities*), choosing from a wide and varied range of activities (*e.g., fitness and individual/partner activities, such as yoga or Pilates; small and large-group activities, sports, and games, such as wheelchair curling, shinny, sepak takraw, or rounders; recreational and outdoor pursuits, such as orienteering, cycling, or hiking*) [PS, IS]

Teacher prompt: “Sometimes everyone does the same activity. Sometimes we have a choice of activities, including some that we haven’t tried before. Why is it important to have choices and try new activities?”

Student: “I feel more motivated to participate when I have a choice. I like having more control over what I do and being able to practise things that I might want to do outside of school. It’s also good to try new activities because it gives us a chance to discover things that we might enjoy.”

- A1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives (*e.g., health benefits, such as feeling better and having more energy and stamina; pleasure of movement; being able to adapt games for different purposes; having maximum opportunity for participation, access to facilities and programs, sufficient practise time, support of family and friends; having opportunities to pursue personal and cultural interests, compete, and interact socially while being active; participating in challenging activities that allow for success and promote confidence*), and identify challenges and barriers to regular physical activity and actions they can take to overcome these (*e.g., transferring activities to an indoor location or changing outdoor clothing in response to changes in the weather, working out with a friend to maintain motivation and engagement, using time-management skills to schedule physical activity so that it does not interfere with family responsibilities or employment*) [PS, CT]

Teacher prompt: “What are some of the things that help you to be active on a regular basis?”

Students: “I do things that are fun, like playing road hockey with my friends. I also participate in after-school martial arts classes with a bunch of friends. We keep each other motivated and challenge each other to do better.” “As an Ojibway student living off reserve, I like participating in activities at the friendship centre here in town. Everyone there is very supportive, I’m often there for other reasons anyway, and doing the fancy shawl dance helps me stay connected with my heritage.”

- A1.3** demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities (*e.g., work effectively and collaboratively in groups by encouraging others, acknowledging others’ contributions, giving and receiving assistance, playing fair and displaying good activity etiquette, providing leadership*) [PS, IS]

Teacher prompt: “How might you provide leadership in the classroom?”

Student: “I can take the initiative to do necessary tasks, such as setting up or taking down the volleyball nets. I can be a role model by quickly finding a partner to warm up with when the teacher asks us to. I can help others when they need assistance. I can encourage others to achieve their goals.”

A2. Physical Fitness

By the end of this course, students will:

- A2.1** participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes (*e.g., aerobic fitness blasts, capture the flag, continuous play in small-sided games*) [PS]

Teacher prompt: “Continuous activities, such as walking, running, wheeling, and dancing, that require the use of large muscle groups are good for developing cardiorespiratory fitness. What determines the intensity of activities such as these? How do you know whether your intensity level is moderate or vigorous? According to the Canadian Physical Activity Guidelines for Youth, how much physical activity do you need in order to get health benefits from being active, and how intense should your activity be? The physical activity we do in class isn’t all the activity you need to achieve health benefits. What kinds of additional things can you do outside of class? What, according to the Canadian Sedentary Behaviour Guidelines, should you try to limit or avoid?”

Students: “The rate or intensity at which you do the activity will determine whether it is moderate or vigorous. It will be different from one person to another, depending on each person’s abilities. Using the ‘talk test’ is a simple way to measure your intensity level. A moderate-intensity activity will raise your heart rate, make you breathe harder, and may cause you to sweat, but you will still be able to carry on a conversation. During vigorous activity, you will not be able to say more than a few words without pausing for breath.” “For health benefits, the guidelines suggest that you should accumulate at least sixty minutes of moderate to vigorous physical activity daily, and you should include vigorous activities at least three days a week. Some other activities I could do outside of class to reach the sixty-minute goal are power walking or wheeling, ice-skating, snowshoeing, playing tennis, and cycling.” “We should try to avoid sitting for extended periods of time. We can do that by limiting recreational screen time to no more than two hours per day, using sedentary transport less, and spending more time outdoors.”

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Teacher prompt: “If you find it challenging to sustain moderate to vigorous physical activity for twenty minutes, what can you do to make it easier to achieve this goal? What could your next goal be after you achieve this one?”

Student: “Moving to music and doing a variety of activities helps me to keep going longer after I start to get tired. I’m gradually increasing the time I spend throughout the day on activities I enjoy. Once I’m comfortable doing twenty minutes of sustained activity, my next goal will be to continue being more physically active in different ways and at different times until I’m getting a total of sixty minutes of moderate to vigorous activity for the whole day.”

- A2.2** describe the short-term and long-term benefits of developing both health-related fitness (i.e., cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, and body composition) and skill-related fitness (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use basic training principles to enhance both types of fitness (e.g., **progressive overload:** increasing the frequency, intensity, and/or duration of the activity or exercise over time to enhance health-related fitness; **specificity:** participating in physical activities that develop specific aspects of fitness, as when using aerobic activity to improve cardiorespiratory fitness or doing in-line skating or skateboarding to develop balance and agility) [PS, CT]

Teacher prompt: “Both health-related and skill-related fitness are essential aspects of a healthy, active life. What are the benefits of each type of fitness?”

Students: “Generally speaking, health-related fitness gives you a better quality of life. It helps you feel better and have more energy. It improves your strength and endurance, so that physical tasks, like carrying a heavy backpack, become easier, and it improves your flexibility, so that you are less likely to be injured while you’re being active. Over your lifetime it will help to reduce your risk of heart attacks, strokes, diabetes, and other health problems.” “Skill-related fitness doesn’t have direct health benefits, and you can still be quite active even if you don’t have a high level of skill-related fitness. However, it does give you better reflexes, balance, and coordination, which can be helpful not only when playing sports but also in other physical activities, such as cycling, figure skating, hiking, and dancing, as well as in your daily activities and work. It also makes you more confident about participating in physical activities and therefore more likely to enjoy them and continue participating in them.”

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Teacher prompt: “Body composition is an aspect of health-related fitness that describes the relative amounts of muscle, fat, bone, and other key components of the body. Being overweight or obese is a contributing factor for many common chronic diseases, such as diabetes or cardiovascular diseases. Being underweight also has significant health consequences. Different body weight classification systems, including the body mass index (BMI) and waist circumference (WC), can be used as measures to assess health risks for adults. Body composition is not a component of fitness that we will be assessing in class because of challenges in getting accurate measurements and interpretations of the data for bodies that are still growing and changing. It is best assessed by trained professionals, such as doctors, other health practitioners, or fitness professionals. However, it is important to be aware of body composition as a component of fitness that can affect your health.”

- A2.3** assess their level of health-related fitness during various physical activities, and monitor changes in their health-related fitness over time [PS, CT]

Teacher prompt: “A variety of tools can be used to conduct an initial assessment of the various components of health-related fitness. For example, a sit-and-reach test can measure flexibility, and a twelve-minute run or a step test can assess cardiovascular fitness. Each assessment provides a one-time snapshot of your performance for the various components of fitness. By repeating these tests periodically and tracking progress, we can monitor changes in those aspects of health-related fitness.”

A2.4 develop, implement, and revise a personal fitness plan (e.g., use the data from their fitness assessment and an analysis of their own strengths and limitations to determine a starting point and set goals; apply training principles to help achieve goals; develop strategies to overcome challenges; celebrate successes; assess results and revise goals or training routines as needed) [PS, CT]

Teacher prompt: “What will help you achieve your goals?”

Students: “To develop health benefits, I run, do weight training, and swim at least three times a week. My goal is to increase activities that strengthen muscle and bone. Applying training principles correctly will get me to my goal faster. I’ll start by doing full-body workouts to build muscular strength and endurance, doing one exercise per muscle group. Initially, I can use my body weight as resistance, so that I build control as I’m doing the exercise. I can add weights later as I build my strength, adjusting the frequency and/or intensity of these activities over time.” “My goal is to continue my fitness plan but increase my skill-related exercises to be ready for my tae kwon do competition in a few months. I’ve developed a circuit that will improve these skills, but I have to practise more and work on my balance, power, and reaction time to make sure I’m ready.”

Teacher: “What may make it more challenging to achieve your goals? What could you do to work around these challenges and still meet your goals?”

Student: “Finding the time can be challenging. I would like to join the after-school fitness club, but I can’t stay because I work right after school. I could get a fitness membership at the community centre instead and work out there after dinner and on weekends, or I could find activities to do or equipment around the house that I could use for working out. I’ll need to schedule my workouts around my homework and other home commitments too.”

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Teacher prompt: “When doing activities to develop cardiovascular fitness or muscle strength and endurance, you will want to make sure that your level of exertion – the intensity of your activity – is not only safe but sufficient to produce the results you want to meet your personal fitness goals. To monitor this, you can use different strategies, such as a breath sound check, a talk test, your estimate of your level of exertion on a perceived exertion scale, or the amount of muscle fatigue you feel, or you can actually measure your heart rate and heart-rate recovery time. Getting the results you want will also depend on your level of activity. You can use various means to keep track of this, such as wearing a pedometer to record the number of steps you take or keeping an activity log/blog to record your activity, feelings, and progress.”

A3. Safety

By the end of this course, students will:

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., wearing appropriate clothing and required protective equipment, ensuring that they are carrying personal medical devices such as inhalers or epinephrine autoinjectors, participating in warm-up and cool-down activities, acting as a spotter for a friend in strength-training activities, using equipment and facilities correctly and in an appropriate manner, performing a safety check of the area before starting an activity, swimming with a buddy and in a supervised area) in a variety of physical activity settings (e.g., gym, fitness room, field, hiking and snow trails, recreational facilities) [PS, IS, CT]

Teacher prompt: “What can you do to ensure your body is properly prepared to participate in the small-sided games we are going to do later in the class?”

Student: “I can start by warming up. Aerobic activities, such as brisk walking, wheeling, or running, will raise my core temperature and get my heart and lungs ready for more vigorous activity. Once my body is warmed up, I can do stretching exercises to prepare my muscles and reduce the risk of muscle or joint injury.”

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Teacher prompt: “What should you do to ensure that your surroundings are safe before participating in various kinds of activities?”

Students: “Before playing ultimate disc, we should look for things like broken glass, large divots, or other things that shouldn’t be on the field and report them to the teacher or adult in charge, who will decide what should be done to make the playing area safe.” “Before hiking on park trails, we should check for weather warnings and find out about any hazards in the area.” “No matter what the activity is, we should always ‘think on our feet’. If we find ourselves in an unfamiliar or unexpected situation, we should look for potential risks and hazards and think about how to respond safely to them.”

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- A3.2** demonstrate an understanding of how to deal with emergency situations related to physical activities (e.g., know when to call for assistance or phone 9-1-1; understand the importance of staying calm; recognize the signs of an asthma attack or other kinds of distress and know what to do to help; recognize the symptoms and signs of a concussion and stop physical activity until the injury is assessed; know not to move a person with an injury; recognize the signs of shock and place the injured person in the recovery position until help arrives) [PS, IS, CT]

Teacher prompt: “What are some examples of situations in which you should call 9-1-1?”

Student: “You should call 9-1-1 whenever there is a life-threatening emergency or you need an ambulance, the police, or the fire department. For example, you should call 9-1-1 if someone is having a hard time speaking or breathing, or if someone collapses, passes out, or is being attacked.”

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- A3.3** demonstrate an understanding of cardiopulmonary resuscitation (CPR) techniques and when and how to use them (e.g., know and rehearse the response sequence; demonstrate techniques on a mannequin; explain what an automated external defibrillator (AED) is used for, and identify where they are located in local community facilities) [CT]

Teacher prompt: “What are some ways you could practise CPR without a mannequin?”

Student: “You could practise compressions on a pillow, stacked gym mats, or bathroom weight scales, or by using simulated equipment like toilet paper rolls wrapped together or a ball tied between two flutter boards. You could work with a partner, with their consent, to practise identifying the spot where you apply the compressions. You and your partner could also say the CPR sequence to each other – compression, airway, breathing – and explain what you do at each stage, but it is important not to do actual compressions or breaths on your partner.”

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

SPECIFIC EXPECTATIONS

B1. Movement Skills and Concepts

By the end of this course, students will:

- B1.1** perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli (*e.g., maintain balance and keep core muscles tight while doing lunges with or without hand weights; maintain balance while moving during aerobic routines; run/wheel to complete an orienteering course while demonstrating awareness of objects on the trail; show awareness of the position of the bar when taking off and landing during a high jump*) [PS, IS, CT]

Teacher prompt: “Work in a group of up to four to develop a creative dance. Choose a winter sport or environmental theme – like recycling, weather, or sustainable living – and base your dance on actions relevant to the theme. Show at least three different ways of moving, and include both movements and stationary poses. What locomotor skills, stability skills, and movement concepts might you use when creating your dance?”

Students: “Depending on our theme, we might consider using and combining different ways of moving, such as walking, running, hopping, crawling, wheeling, and jumping, and we might use dance movements such as step-hop, shuffle, and grapevine steps. Some stability skills that we could include are bending, twisting, stretching, and swinging. We would also use stability skills to control our bodies while moving from one position to another.” “We need to consider where our bodies move and how each body moves in relation to the others. For example, if we are working in a group of four, we need to decide which direction we are going to move in, what pattern – circle, zigzag, or square – we are going to form, and what parts of the body we are going to move.”

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Teacher prompt: “For this wrestling activity, you will work with another person on the mat. Position yourself on your hands and knees. Try to hold yourself in position while the other person tries to move you off balance. What do you need to do to maintain your stability?”

Student: “To maintain my stability, I need to use core abdominal strength to hold a four-point stance while keeping my elbows slightly bent.”

- B1.2** perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli (e.g., *send a rock, using an appropriate amount of force, to remove the opposing team’s rock in curling; move body into position to retain possession in ultimate disc while evading defenders; be aware of a defender’s position to determine whether to use a left or right forehand or backhand pass or shot in sledge hockey*) [PS, IS, CT]

Teacher prompt: “What factors do you need to consider when throwing an object?”

Student: “I need to consider the shape of the object, how far I want to throw it, whether any objects or people are in the way, and how much force I need to apply as I throw. If I am outside, I need to consider the impact of other factors, like the wind. When I’m travelling with the object, I need to get into a balanced position before throwing it.”

- B1.3** demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to refine skills as they participate in a variety of physical activities (e.g., *doing a full-turn jump in hip hop, sending an object in a target game and in a territory game, receiving and retaining an object in a territory game, performing a tennis or badminton forehand shot*) [PS, CT]

Teacher prompt: “How do you apply the phases of movement when sending an object in a target or territory game?”

Student: “To throw or pass in either situation, I prepare by moving into position while keeping my eyes on the intended target. To execute the action, I use my entire body by extending my legs and arms and transferring my weight forward as I release the object. I follow through by continuing the motion of my arm in the direction of the throw or pass while keeping my eyes on the target. I then resume the ready position to prepare for the next action.”

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Teacher prompt: “Rope jumping involves three phases in each jump, and you perform each of them several times during your jumping session. When learning how to jump rope, what should you pay attention to in each phase?”

Student: “There are a number of things a beginner should look out for in the preparation phase. You should be standing upright, staring straight ahead, and balancing your weight on the balls of your feet. Your elbows should be to the side of your body, and the rope should be touching the back of your heels or calves. The execution phase is the jump, and the follow-through is the landing. When you jump, turn the rope with your wrists, not your arms, and don’t jump too high. A couple of centimetres off the ground will do. Land lightly on the balls of your feet.”

- B1.4** apply appropriate movement principles* in order to refine skills in a variety of physical activities (e.g., *bend knees and keep feet apart to lower the centre of mass and produce a stable base of support when in a ready position; extend joints to produce more force when throwing or striking*) [PS, CT]

Teacher prompt: “In cross-country skiing or sit-skiing, you are constantly working to maintain your balance. As you change speed, turn, and react to the unevenness of the ground, you have to absorb a variety of forces and redistribute your body weight to overcome gravity. What movement principle should you keep in mind in order to improve your balance while cross-country skiing or sit-skiing?”

* See pages 34–35 for background information and a description of movement principles.

Student: “The most important principle to consider is the effect of your body’s centre of gravity on your stability. To maintain stability, your centre of gravity should be as low as possible and directly above your point of contact with the ground. When gliding in cross-country skiing, for example, you should keep your knees slightly bent and your body weight far enough forward that your line of gravity passes through the balls of your feet.”

B2. Movement Strategies

By the end of this course, students will:

- B2.1** demonstrate an understanding of the components of a range of physical activities (e.g., *movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments (e.g., *gym, fitness room, ice rink, pool, park, recreational facilities, hiking and snow trails*) [IS, CT]

Teacher prompt: “To make it possible for everyone to participate successfully in an activity, we can modify the activity so that it’s suited to the abilities of all those taking part or to the resources and facilities that we have available. What are some of the ways in which you could modify an activity?”

Student: “We could change some of the rules and guidelines, the equipment we use, the size of the activity area, or the physical demands of the activity. We could also change the number of players or the way we group the players.”

Teacher: “If we want to modify an orienteering activity to make it more suitable for a particular group of students, what are some of the things that we can do?”

Student: “The course can be modified by varying the distance and/or the level of difficulty. The right combination of distance and difficulty will depend on the experience and fitness levels of the students. Some students might want to see who can find the most control markers within a prescribed amount of time or within the shortest time. If students with mobility challenges are participating, we would have to make sure that all parts of the course were accessible to them.”

- B2.2** apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities (e.g., *individual activities: alter a movement sequence to improve the flow in a dance or fitness routine or in a game; choose a hiking trail suited to their experience or fitness level; target activities: focus mentally on the target and ignore external distractions in order to enhance aim and accuracy; net/wall activities: direct an object to the part of the court that is hardest for the opponent to cover; striking/fielding activities: apply spin to the ball to make it more difficult for the opponent to strike; territory activities: create space by using a “give and go” play to get to an open space and receive a return pass; stay between the opponent and the goal when defending*) [PS, IS, CT]

Teacher prompt: “How can the way that players position themselves in the area of play increase their team’s chances of success in territory activities?”

Students: “Staying between the opponent and the goal makes it more difficult for the opponent to score. In that position, I have a better chance of intercepting the object when the opponent tries to score.” “Moving into open space gives us a better chance to receive a pass and gives the other team less chance of intercepting it. It then allows us to move the object closer to the goal to increase our chances of scoring.”

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Teacher prompt: “Why is it important to communicate with your partner and be aware of what your partner is doing when playing doubles in net/wall activities?”

Student: “In net/wall doubles activities, you need to work together to make sure that the court is covered. If I move one way, my partner needs to move to cover the space that I have left open. To keep your partner aware of your intentions, you have to talk to each other.”

- B2.3** demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities [PS, CT]

Teacher prompt: “Think about the skills you use in various physical activities. How does having the skills to participate in an activity and knowing how to apply movement concepts and strategies help build your confidence and encourage your participation in the activity?”

Student: “Having the skills gives you the confidence of knowing you can do the things you need to do when you participate in sports, games, and recreation or fitness activities. For example, if you are a water polo player, knowing how to do the egg beater to raise your body out of the water is one skill that helps you be a stronger player and therefore a more confident player. Knowing how to apply movement concepts and strategies helps you use those skills more effectively and improves your performance. Again, in water polo, knowing when and where to move in the pool helps you play more effectively as a part of a team. That kind of knowledge about an activity builds your confidence and makes it more likely that you will want to take part in the activity or even try new activities. Skills, knowledge, confidence, participation – all of these things are connected, and they build on each other to help you do well and feel good with the activities you choose to do.”

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Teacher prompt: “Give an example of how success in a physical activity depends on a combination of movement skills, concepts, and strategies.”

Student: “In wheelchair basketball, setting up for an offensive play requires effective sending and receiving skills and good court sense, which means knowing when to pass the ball and who to pass it to. Assessing the game situation and the location of teammates and defenders allows players to see if there are opportunities to pass the ball before they dribble or shoot. Players need to know which teammate they are going to pass to and how fast their teammate is moving in order to pass accurately. The goal of passing to a teammate is to set that player up for a shot or to advance the play.”

C. HEALTHY LIVING

Healthy Living Learning Summary for Grade 9: Key Topics*			
Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Healthy Eating	C1.1 Connection to holistic health: physical, mental, emotional, spiritual [PS, CT]	C2.1 Healthy eating plans [PS, CT]	C3.1 Food and beverage choices – environmental, social factors [IS, CT]
Personal Safety and Injury Prevention	C1.2 Technology – benefits and risks, safe use [IS, CT]		C3.2 Mental health concerns – warning signs and responses [PS, IS] C3.3 Responding to bullying/harassment (including sexual harassment, gender-based violence, homophobia, racism) [PS, IS, CT]
Substance Use, Addictions, and Related Behaviours	C1.3 Resilience – protective and risk factors [PS, CT]		C3.4 Social influences; decision-making, communication skills [IS, CT]
Human Development and Sexual Health	C1.4 Preventing pregnancy and STIs C1.5 Factors affecting gender identity and sexual orientation; supports [PS]	C2.2 Relationships – skills and strategies [PS, IS] C2.3 Thinking ahead about sexual health, consent, personal limits [PS, CT]	

* This chart is extracted from the complete Grade 9–12 Healthy Living Learning Summary chart on pages 204–205. The topics are listed on the left, and the focus of each expectation is summarized briefly, to give teachers a quick overview of the strand.

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.

SPECIFIC EXPECTATIONS

C1. Understanding Health Concepts

By the end of this course, students will:

Healthy Eating

- C1.1** explain how active living and healthy eating contribute to a person’s physical health and mental, emotional, and spiritual well-being, and describe the benefits of a holistic approach to health (*e.g., provides more energy, helps body develop to full physical potential, increases self-esteem*) [PS, CT]

Teacher prompt: “Health is holistic in nature, which means that there is a strong connection between our physical health and our mental, emotional, and spiritual well-being. For example, eating healthy food, being physically active, and getting a good night’s sleep all support healthy growth and development and also help us deal with the effects of stress. Numerous studies also show that regular physical activity can relieve symptoms associated with anxiety and depression.”

Personal Safety and Injury Prevention

- C1.2** demonstrate an understanding of the benefits and risks of using electronic communication technologies (*e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one’s thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy*), and describe strategies that they can apply to ensure their safety while using these technologies [IS, CT]

Teacher prompt: “What things do you need to be aware of when using online communication technologies?”

Student: “You need to be aware that it is easy to lose control of private information. People you chat with online may not be who they say they are and could be dangerous. Things you say online can be taken out of context and could spin out of control. People can easily bully others online.”

Teacher: “What can you do to protect yourself?”

Students: “Remember that any information you post online is public. Think before you act. The safest approach is to chat online only with people you know and trust. If you do chat with people you have not met, use an online nickname instead of your real name, don’t give out any personal information or other identifying information such as photos or videos, and don’t talk about private matters, including sex.” “Be respectful online, respect others’ privacy, and avoid sharing or posting any images without consent.” “If someone is being abusive online or through texting, you can be assertive and stand up for yourself or others. However, if a situation is not going well, it is better to end the contact rather than risk having the matter escalate. If there is a problem, get help. Use safe and anonymous reporting lines set up by the school or community to report abusive incidents, such as sharing of sexual images without consent.” “Use an Internet security program to protect your computer from online threats. Use passwords that can’t be figured out easily, and never share your passwords.”

Substance Use, Addictions, and Related Behaviours

- C1.3** demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions [PS, CT]

Teacher prompt: “Resilience is the ability to bounce back from challenges. It is an important aspect of an individual’s mental health and emotional and spiritual well-being. Factors that promote resilience are known as *protective factors*. Factors that compromise resilience are called *risk factors*. Building protective factors and limiting risk factors can make a person more resilient and more able to deal with situations that might draw them into substance use and addictive behaviours. Can you give me examples of both types of factors?”

Students: “Protective factors include having support from family and friends, a positive self-image, good communication skills, self-control, problem-solving abilities, positive outlets for stress, and good health.” “Risk factors include a family history of substance abuse or mental illness, other domestic problems, and not having people who give you shelter, food, and an emotional connection. Someone without support may be more likely to turn to substance use or take risks online as a way of forgetting their problems or seeking support.”

Teacher: “While some factors are the result of forces that you can’t control, some factors can be changed to increase your resilience. What are some ways of strengthening your resilience? How can you apply these strategies to different situations in your life, such as making choices relating to substance use or addictive behaviours?”

Students: “Finding positive ways of coping with stress can make you more resilient. Different things work for different people. Talking with friends, getting enough sleep, eating well, and participating in stress-relieving activities, such as physical activities or meditation, can make you less likely to deal with stress in negative ways, such as using alcohol or drugs or indulging in too much screen time.” “Participating in traditional healing and cultural activities can also help someone cope with stress in a positive way.” “Practising problem-solving and decision-making skills can build resilience. Getting information is part of these skills. It’s easy to make a harmful choice if you don’t understand the consequences. Some people, for example, think that it’s safe to experiment with prescription drugs, such as narcotic painkillers, because they aren’t street drugs. But used the wrong way, they can be addictive, and overdoses can kill you.” “Discuss your feelings with parents, teachers, or other adults you trust.” “It’s good to seek out role models – people who are not afraid to stand up for themselves and are proud of making healthy choices.”

Human Development and Sexual Health

C1.4 describe the relative effectiveness of various methods of preventing unintended pregnancy or sexually transmitted infections (STIs), including HIV/AIDS (e.g., *avoiding oral, vaginal, and anal intercourse; delaying first sexual intercourse; using protection, including barrier and hormonal methods, to prevent unintended pregnancy; using condoms and dental dams to protect against STIs*), and identify sources of information and support (e.g., *doctor, nurse practitioner, public health unit, parents, credible and accurate websites*)

Teacher prompt: “If you are thinking about having sex, you need to know how to avoid unintended pregnancy or STIs. What factors may influence whether a person uses protection? How effective are condoms in preventing pregnancy or STIs?”

Student: “Sometimes people don’t use condoms because they don’t understand how common STIs like HPV, herpes, and chlamydia really are, and they don’t know that you can’t always tell when a person has an STI. Sometimes people feel shy about talking to their partner about why protection is important. Sometimes people get pressured into not using condoms because their partner says you don’t need to and it feels better without one. But because the consequences can be so serious, you need to talk to your partner about using condoms if you are thinking about having sex. Using a condom every time is one of the most effective methods of birth control and will reduce your chances of getting an STI, including HIV.”

Teacher: “What forms of support can sexual health clinics provide?”

Student: “They can provide no-hassle counselling and confidential services ranging from birth control advice and pregnancy tests to advice on relationships and testing and treatment for STIs and HIV/AIDS.”

- C1.5** demonstrate an understanding of factors (e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness) that can influence a person’s understanding of their gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex) and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify sources of support for all students [PS]

Teacher prompt: “Gender identity refers to a person’s sense of self, with respect to being male or female, both, or neither, and may be different from biological or birth-assigned sex. Sexual orientation refers to how people think of themselves in terms of their sexual and romantic attraction to others. What determines a person’s sense of self? How do social expectations and stereotypes about gender and sexuality influence how a person may feel about their gender identity or sexual orientation?”

Students: “A person’s sense of self is affected by the person’s cultural and family background, religion, and what they have come to value. Media images, role models, support systems, and acceptance or lack of acceptance by others could influence how different people feel about their gender identity or sexual orientation.” “Expectations or assumptions about masculinity and femininity and about heterosexuality as the norm can affect the self-image of those who do not fit those expectations or assumptions. This can make it difficult for a person to feel accepted by others.”

Teacher: “What are some sources of support for students who may be questioning their gender identity or sexual orientation?”

Students: “Talking to other young people dealing with the same issues can be a great start. It’s important to know that you are not alone. Many communities have organizations that provide services for gay, lesbian, bisexual, and transgender youth, as well as for those who are questioning their gender identity or sexual orientation and for allies who support them. School guidance counsellors, health professionals, and trusted adults and friends can also help.” “Student-led clubs, such as gay-straight alliances, can make a big difference. As individuals, we can help by always treating each other fairly and with respect. In our society it is important to respect and accept the rights of all.”

C2. Making Healthy Choices

By the end of this course, students will:

Healthy Eating

- C2.1** apply their knowledge of basic nutrition principles and healthy eating practices (e.g., relating food intake to activity level, ensuring their diet includes foods from all food groups in Canada’s Food Guide, using healthy preparation methods) to develop a healthy eating plan [PS, CT]

Teacher prompt: “How can a healthy eating plan help you?”

Student: “A healthy eating plan will help me get the right amount of energy and nutrients and make my body’s systems work better. A plan could also put me on the right track for avoiding serious illnesses later in life.”

Teacher: “When developing your healthy eating plan, you need to think about such things as the number of servings you need from each food group, the portion size, your food preferences and eating habits, your level of physical activity, cultural and religious norms, the nutritional value of the food, alternative food choices, and your budget. It’s also important to plan your consumption of water and other fluids to ensure that your body runs effectively and efficiently. What are some other things you might consider in making your plan?”

Students: “I will also take into account how the food is prepared. Healthy ways of cooking are those that don’t use much fat or sodium, such as baking, grilling, broiling, steaming, microwaving, poaching, or stir-frying.” “I often eat at fast-food places. I need to think about how this fits into my healthy eating plan and about changing how often I eat out and what I choose to order.” “I am concerned about the impact of food choices on the environment, so I will also consider how and where the food is produced and how it is packaged.”

Teacher: “Where can you get information that can help you develop your healthy eating plan?”

Student: “Canada’s Food Guide is one of the most useful sources. It has been translated into many different languages (e.g., Arabic, Punjabi, and Spanish), and there is also a version for First Nation, Inuit, and Métis users. In addition, I can get a lot of good information from registered dietitians, the local public health unit, and credible and accurate nutrition websites.”

Human Development and Sexual Health

C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships [PS, IS]

Teacher prompt: “To build healthy relationships, including intimate relationships, it is important to have open communication, mutual respect, and honesty between the people involved. It is also important to recognize when more information or help is needed. Can you give me an example of a strategy that can help you build healthy relationships?”

Students: “A good strategy is to seek out information, ask questions, and talk with others to hear different perspectives when you have concerns. Take the time you need to make decisions that you will feel good about. If something does not feel right, step back and get advice from a parent, a public health professional, an elder, a doctor, or another adult you trust.” “Get to know yourself – mentally, emotionally, spiritually, and physically. Take time to figure out what you think, what you have come to value, and what makes you feel good. Knowing and respecting yourself is a good foundation for a healthy relationship.”

C2.3 apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality [PS, CT]

Teacher prompt: “As their bodies continue to grow and change and their understanding of themselves and their bodies continues to develop, some teenagers are thinking about becoming sexually active. What should you keep in mind when making decisions about sexual activity?”

Students: “There are a lot of different things to think about. You can start with considering how having sex fits in with the values that you and your family respect.” “As a Métis woman, I was taught by my aunties about my ability to create life and how important it is to respect that gift. The decisions I make about sex depend greatly on how much I respect myself and respect being a woman. It’s important to take the time to find a partner who respects me as well, and my body.” “Having a clear understanding of consent is important. When making decisions about sexual activity, both people need to say yes. Silence does not mean yes; only yes means yes. Consent needs to be ongoing throughout the sexual activity.” “For some teens the most important question is whether they feel comfortable, ready, and mature enough to have sex. It helps to know yourself well, to know your body, and to know what makes you feel good – and safe – and what doesn’t. You also need to think about your health and whether you are in a relationship where both partners trust and care for each other. If you are not ready to take responsibility to protect yourself and your partner from STIs or an unintended pregnancy, you’re not ready to have sex.” “People should remember that everyone needs information, and different people may need different information. As a teen with a physical disability, I

have had difficulty finding information about sexual health that meets my needs. People think that because I'm in a wheelchair, I don't need this kind of information, but that's not true!"

Teacher: "One of the best ways to take care of your sexual health is to do some thinking in advance about your health and safety and also about your needs, your values, and your limits when it comes to sexual activity. It is important to think about what you are comfortable with and what you are not comfortable with at this point in your life. This can include choosing not to be sexually active. Thinking about your sexual health involves planning for a regular medical check-up, regular breast or testicular self-examinations, and STI and Pap tests if you are sexually active. Another part of thinking in advance to take care of your sexual health involves collecting information. For example, you need information about what's involved in using condoms – checking the expiry date on the box, learning how to put one on, and planning for the possibility of one breaking. That's the medical side of thinking about your sexual health. What about the emotional side? How does thinking ahead help you when you need to make decisions about sex?"

Student: "Thinking in advance about your sexual health and about being sexually active means reflecting on your own values, your priorities, and your situation. If you've done this thinking, you've considered your health and safety and also focused on understanding yourself and what's best for *you*. It's helpful to think things through for yourself in advance, before you have to make a decision 'in the moment'."

Teacher: "How are a healthy eating plan, a physical activity or fitness plan, and thinking ahead about your sexual health connected?"

Student: "They're all related to how I care for my body physically, but also how I care for myself as a whole. They reflect how I feel about myself as well as the personal values I have developed and my cultural values. Healthy eating, physical activity, and a good understanding of sexual health all contribute to good physical and mental health and to my sense of well-being."

C3. Making Connections for Healthy Living

By the end of this course, students will:

Healthy Eating

- C3.1** analyse the influence of social and environmental factors on food and beverage choices (*e.g., financial status, culture, religion, media influence, peer influence, family food traditions, accessibility of different kinds of food, restaurant choices, proximity to where food was produced, environmental impact of food production methods*) [IS, CT]

Teacher prompt: "What are some social and environmental factors that affect a person's food choices?"

Students: "Families in which the adults work long hours may have less time for meal planning and preparation. It can be harder to make healthy choices when you have less time and less money." "Things like food production, transportation, and packaging can have a serious impact on the environment. To reduce my carbon footprint and other environmental impacts, I try to choose local fresh foods." "I belong to an Inuit family that lives in the city. I haven't grown up eating traditional foods such as game and arctic fish. Because these foods are important to our culture, I would like to learn about them and ways of preparing them." "Food choices may not be the same in every part of Ontario because of differences in the kinds of foods that can be produced in or easily shipped to different areas, like the Far North, rural areas, or cities."

Personal Safety and Injury Prevention

C3.2 identify warning signs and symptoms that could be related to mental health concerns (e.g., *inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide*), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., *stress and mood management techniques, identifying ways to seek help for oneself or a friend/classmate, supporting others who are struggling with their emotional well-being*) [PS, IS]*

Teacher prompt: “What are some warning signs that might indicate that someone is not doing well mentally or emotionally? What kind of support can you suggest if you see these signs in a friend?”

Students: “People struggling with mental or emotional difficulties may withdraw from relationships, have trouble sleeping or eating, or respond to situations differently from the way they usually do. If a person talks about having suicidal thoughts, take them seriously, even if they pass it off as a joke. Talk of suicide may be a call for help. Suicidal thoughts and behaviours should not be kept secret. It is very important to tell a trusted adult about your concern. This is too big to handle alone. You are being a good friend when you seek help.” “Sources of support include teachers, health professionals, religious leaders, community elders, traditional healers, family members, community health care services, telephone help lines, and credible and accurate websites.”

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Teacher prompt: “Stress can be both helpful and harmful. It can motivate you for a big game or a recital or exam, but it can also impair your ability to concentrate, solve problems, or attain goals. How we cope with stress can have a considerable effect on our mental health and well-being. One of the most important strategies is making healthy choices and developing healthy habits – getting enough sleep, following healthy eating practices, and staying physically active. What other strategies could we suggest to someone who is trying to cope with stress?”

Student: “Figuring out what is stressing you is the first step in learning how to minimize stress. Take control of what you have to do. Decide what’s most important and what you can let go of. Accept yourself as you are, identify your strengths and build on them, but realize that no one is perfect. Replace negative thoughts with more balanced thoughts. Schedule breaks and fun activities such as music, art, physical activity, reading, gardening, or cooking. Socialize with people who are upbeat. Practise relaxation techniques, such as yoga, deep breathing, progressive muscle relaxation, or meditation.”

Teacher: “Worrying about pressures is a normal and expected part of life, but it’s not normal to have persistent feelings of worthlessness, to stop enjoying activities, or to feel as if nothing good will ever happen to you. If you have these feelings and they don’t go away, it is very important to seek help. In our school and community, for example, you can talk to someone you have a good connection with – a teacher, guidance counsellor, or the principal. We all care and would want to help you. You might also seek help from your family, a religious leader, coach, or family doctor. Kids Help Phone (1-800-668-6868) has experienced counsellors you can talk to anonymously 24/7. They also have an app.”

C3.3 describe skills and strategies (e.g., *communication, social, refusal, adaptive, and coping skills, conflict resolution strategies*) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., *gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour*) [PS, IS, CT]

* Discussions about mental health and suicide should be approached with caution and sensitivity. See pages 5, 39–40, and 42–43 for further information.

Teacher prompt: “Staying safe in relationships and preventing and avoiding violence is a two-way street. It is critical to learn how to say no, but it is also critical to understand that no emphatically means no, that no response means no, and that anything other than enthusiastic consent means no. Tell me more about what consent means and how you recognize it.”

Students: “It’s not just that neither partner has said no. It’s about both partners saying yes. Lack of protest or resistance does not mean consent, nor does silence. A person cannot give consent if they are intoxicated or unconscious.” “When we’re talking about sexual activity – or anything, really, including situations that involve drinking and driving or other behaviour where there might be risk of harm – you need to remember to pay attention to body language and behaviour as well as words.”

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Teacher prompt: “What are some warning signs of a relationship that is becoming unhealthy or abusive? What should you do if you think you are in an unhealthy or abusive relationship?”

Students: “Warning signs might include excessive criticism, threats, unreasonable monitoring, intensive pressure, physical violence, jealousy, or controlling behaviour such as checking in constantly by phone, text, or e-mail or limiting time apart, and making rude comments about one’s partner in person, by texting, or on the Internet.” “If you think that you are in an unhealthy relationship, you should talk to a trusted adult. Tell them why you think the relationship is unhealthy and exactly what the other person has done. This trusted adult can help you talk to your parent or guardian, an elder, a counsellor, school authorities, or even the police.”

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Teacher prompt: “Everyone needs to feel accepted and safe in their school and in the community. This requires respect for others, cooperation, and an appreciation of others’ differences. Slurs against others are disrespectful and hurtful and violate their human dignity. What can be done to change or challenge this kind of harassment?”

Student: “We can be role models by not using disrespectful language and not accepting it if we hear others say things that are sexist, homophobic, or racist or use other put-downs such as comments about weight or appearance. We can show our support for those who are being disrespected by standing up for them and telling their abusers to stop. If the situation doesn’t feel safe, we can help the person get out of the situation or get help.”

Substance Use, Addictions, and Related Behaviours

C3.4 describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences [IS, CT]

Teacher prompt: “How can you use your decision-making and communication skills to resist pressure to use substances when you are with others or deal with difficult situations that might occur online when you are texting, interacting through social networks, or gaming?”

Students: “I need to start by thinking in advance about the positive and negative consequences of my actions. I can also avoid problems if I hang out with people who make healthy choices, who are supportive, and who don’t hassle me about not drinking and smoking. The same idea applies to choosing who I communicate with online.” “To respond to peer pressure to use substances or to difficult situations online, I may need to use my assertiveness skills to say no confidently and persuasively. When dealing with someone face to face, listening carefully and watching body language are important.”

Healthy Active Living Education, Grade 10

Open

PPL20

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

***Note:** Courses for Grade 10 Healthy Active Living Education must address all of the expectations in the curriculum. However, focus courses centred around a particular group of physical activities may be used as the vehicle through which students will attain the expectations.*

The possible groupings for Grade 10 focus courses and their corresponding course codes are:

- *Healthy Living and Personal and Fitness Activities – PAF2O*
- *Healthy Living and Large-Group Activities – PAL2O*
- *Healthy Living and Individual and Small-Group Activities – PAI2O*
- *Healthy Living and Aquatic Activities – PAQ2O*
- *Healthy Living and Rhythm and Movement Activities – PAR2O*
- *Healthy Living and Outdoor Activities – PAD2O*

For more information about the delivery of such courses, see pages 20–21.

LIVING SKILLS

i Student learning related to the Living Skills expectations takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and should be assessed and evaluated within these contexts.

OVERALL EXPECTATION

By the end of this course, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

SPECIFIC EXPECTATIONS

1. Living Skills

By the end of this course, students will:

Personal Skills (PS)*

- 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living**: consider what effect their background [family, social, economic, cultural] and experiences have had on the way they think about physical activity or the activities they choose; **Movement Competence**: monitor changes in their body positions during various phases of movement to improve their locomotor and manipulation skills; **Healthy Living**: describe ways to recognize sources of stress and assess the relative importance of their stressors)

Student: “I’m trying to improve my catching skills in cricket and other activities, so I’ve been paying close attention to what I’m actually doing when I catch and comparing it to what I should be doing. I have to remember to be on the balls of my feet when I’m in the ready position, so that I can get a quicker start and have a better chance of getting to the ball. I need to keep my eyes on the ball as I move into position to catch it. I’m also paying more attention to cushioning the catch by letting my arms and hands give a bit after I have made contact with the ball. I still have to do more work on adjusting my legs, arms, and torso so that I can recover my balance faster after making the catch and get ready to throw the ball to a teammate.”

- 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living**: use planning skills to adjust goals and training schedules and revise fitness plans in response to their ongoing monitoring and assessment of their progress in developing their personal fitness; **Movement Competence**: describe how adopting a positive attitude, practising regularly, and using constructive feedback for self-correction

* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 25–29 for a discussion of living skills.)

contribute to being successful when developing new skills; **Healthy Living:** explain how paying attention to one's own emotions and expressing them in a positive way can assist in avoiding a conflict or preventing a conflict from escalating; describe how various coping strategies can be used to enhance their mental health and well-being)

Teacher prompt: "Sometimes when we are angry we say things that we don't mean, or accuse people of things unfairly, and then feel badly about this later. What strategies can we use to manage these strong emotions and minimize the potential for interpersonal conflict?"

Student: "Taking a deep breath, pausing to reflect before speaking, acknowledging our emotions, and using 'I' statements are all strategies that help us to come across in more rational ways when dealing with tense situations."

Interpersonal Skills (IS)*

- 1.3** communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** use respectful words when communicating with others during activities; **Movement Competence:** use non-verbal communication, such as making eye contact with a teammate or looking for a target hand when passing an object during a territory game; **Healthy Living:** demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs)
- 1.4** apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., **Active Living:** support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; **Movement Competence:** apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; **Healthy Living:** explain why being respectful is an important contributor to maintaining healthy relationships)

Critical and Creative Thinking (CT)*

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., **Active Living:** explain the connections between active living and personal fitness, and describe the benefits of being active and fit; **Movement Competence:** evaluate the offensive or defensive strategies that they used during various activities, and determine what they could do differently to improve their performance in those activities; **Healthy Living:** describe how current dietary trends could influence their food choices, and explain the implications of these choices for healthy development and active living)

A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of this course, students will:

- A1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;
- A2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

A1. Active Participation

By the end of this course, students will:

- A1.1** actively participate in all aspects of the program (*e.g., being appropriately prepared and equipped to participate in the activity, being engaged in the activity, striving to do their personal best, adapting to challenges when exploring new activities, monitoring their progress and successes in order to boost their confidence and increase their willingness to try new activities*), choosing from a wide and varied range of activities (*e.g., individual activities; small- and large-group activities, sports, and games; outdoor and recreational pursuits*) [PS, IS]

Teacher prompt: “What encourages you to do your best? How does doing your best contribute to active participation?”

Student: “Being able to help choose the types of activities we participate in motivates me to do my best. Encouragement and positive feedback also motivate me. To do something well, you have to work at it, so the harder I try, the more likely I am to improve. If I am good at an activity, I’m more likely to keep doing it.”

- A1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity [PS, CT]

Teacher prompt: “Social or cultural factors sometimes influence the way we think about physical activity and the opportunities we have for physical activity. Can you give me an example of how different backgrounds could encourage or limit participation? Can you suggest how a person might deal with some of these limitations and still remain active?”

Students: “For me, doing things connected to my cultural background has made me more active. I participated in a powwow in our community in the summer and really liked the dancing, drumming, and sharing of gifts. Now I dance a couple of times every week, and I want to join a community group that performs powwow dances across Ontario. I’m also meeting new people and learning more about my culture and heritage.” “My parents emphasize academics and don’t consider physical activity important. Once I decided to become more active, I had to convince them that time spent on physical activity was not wasted. I pointed out that physical activity leads to better health, and that leads to better

physical and mental performance. I persuaded them that my marks wouldn't suffer and might even get better. Now they are happier to let me take part in physical activities with my friends." "Being physically active has always been a big part of my family's culture. My mother regularly walks with her friends, and I sometimes join them."

- A1.3** demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities (*e.g., encourage others; show respect for others' points of view; listen attentively; show appreciation; encourage fair play; be inclusive; provide leadership by leading an in-class activity such as a warm-up or cool-down or suggesting ways to adapt an activity so that individuals with different physical or intellectual abilities can successfully participate*) [PS, IS]

Teacher prompt: "Give me some examples of actions you can take or attitudes you can adopt that create a positive atmosphere in class and support lifelong participation in physical activity."

Students: "Today in class a sighted student was helping a student who is visually impaired by guiding her during our light run/walk." "My friend, who uses a walker, showed me how we could adapt the game so that we both could play. Being inclusive encourages everyone to participate. Focusing on what people can do instead of what people can't do helps to overcome barriers throughout life and increases opportunities for all to be active." "In our class we set up a buddy system as a way of encouraging each other to do particular activities, be more active, and work on our skills. Working with a buddy keeps you motivated and improves your chances of success."

A2. Physical Fitness

By the end of this course, students will:

- A2.1** participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes (*e.g., continuous circuit training, cross-country skiing, ultimate disc, swimming*) [PS]

Teacher prompt: "How do you know that you are being active to the best of your ability when participating in various physical activities?"

Student: "It is a personal measure. I know what it feels like to push myself. My heart rate goes up, I breathe faster, I get hot, and I can feel my muscles working. If I am taking breaks I don't really need, not breathing very hard, or not feeling some tension in my muscles, I know I am not working my hardest. Once my body is used to working at a certain intensity for a certain period of time, I know I can push myself to do a little more. How much more will depend on my comfort range and what I want to accomplish."

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Teacher prompt: "We get a certain amount of physical activity just through the routine activities of everyday life. We also get twenty minutes or more of moderate to vigorous physical activity in class. But to get all of the health benefits, we need to accumulate sixty minutes of moderate to vigorous physical activity in addition to what we get from routine daily activities. Finding the time for daily physical activity is not always easy. What can you do to ensure that you get enough activity every day?"

Students: "I can make physical activity a priority. One way to do that is to set aside a certain amount of time every day for physical activity and make it a fixed part of my daily routine, so that it only gets bumped from my schedule in extreme cases." "I can join a sports club or league. It will be fun, and the regular schedule of games will help to keep me committed." "Instead of travelling by car, I can use active transportation – walking/wheeling, biking, skateboarding, or in-line skating." "I can be more active in small ways,

like taking the stairs or walking an extra stop when I take the bus.” “I can build activity into my leisure time and social life. Instead of watching TV or playing video games, I can go for a walk or a bike ride, play a pickup game of ball hockey, or throw a disc with a friend. I am working at limiting the amount of time I spend sitting.”

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- A2.2** describe factors that affect personal physical fitness (e.g., eating habits; heredity; social, economic, and cultural influences; maturation; physical challenges; effectiveness of training routines and adherence to training principles, such as overload, individuality, and specificity), and explain the benefits of developing fitness as part of an overall healthy active way of life [PS, CT]

Teacher prompt: “One of the basic benefits of physical fitness is having the ability to perform daily activities and routine tasks with relative ease – things like walking or wheeling a reasonable distance, bending, stretching, carrying, lifting, climbing, and reaching. This is called *functional fitness*. Involvement in more vigorous activities requires a higher level of fitness. What level of fitness or what aspects of fitness are important to you, and what factors do you have to consider to maintain that kind of fitness?”

Student: “I want to maintain my cardiorespiratory fitness, so that I have lots of energy for daily activities, sleep well, and generally feel good. To do that, I’ll need to do activities that will work my heart and lungs as well as resistance training. I’ll also need to think about how the food I eat affects my level of fitness, and change my diet as necessary.”

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- A2.3** assess their level of health-related fitness during various physical activities, and monitor changes in their health-related fitness over time [PS, CT]

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- A2.4** develop, implement, and revise a personal fitness plan (e.g., use the data from their fitness assessment and an analysis of their own strengths and limitations to determine a starting point and set goals; apply training principles to help achieve goals; develop strategies to overcome challenges; celebrate successes; assess results and revise goals or training routines as needed) [PS, CT]

Teacher prompt: “What part of personal fitness do you want to focus on? Why? How will you address that objective in your plan?”

Students: “I need activities that will work my heart and lungs, so I’m doing half an hour of continuous wheeling in my wheelchair every day, either indoors or outdoors, and resistance training to build my upper-body strength. To support my cardio work, I’ve also decided that I need to cut back on some of the less healthy foods that I like to eat.” “I would like to improve my flexibility and speed to prepare for the upcoming soccer season. My plan so far includes a variety of stretching and strengthening exercises and some interval training to balance my program. I’ll adjust the frequency and intensity of the exercise as I go, so that it provides just enough stress for my body to adapt to but also allows enough rest time for healing.” “I want to work on developing core strength, so I’ll focus on exercises that strengthen my back and abdominal muscles. This will help to improve my balance for sit skiing.” “I know I sit around too much, and I want to start being more active and do more things that make me sweat and breathe a little harder. I enjoy ice skating and do it once a week in the winter, but I’m going to start going more often, and I think I’ll play pickup basketball more often at the outdoor courts in my neighbourhood this summer. I’m also going to try other activities and gradually increase my weekly activity time over the next few months.”

A3. Safety

By the end of this course, students will:

- A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., controlling level of physical contact during activities; adjusting activity levels to adapt to changes in their physical condition; wearing safety equipment where necessary, such as when wall-climbing and cycling; demonstrating social responsibility by creating a safe activity environment and encouraging others to do so; working with a buddy when hiking, cross-country skiing, or swimming) in a variety of physical activity settings (e.g., gym, fitness room, field, hiking and snow trails, recreational facilities, bicycle lanes) [PS, IS, CT]

Teacher prompt: “What are some things you can do to make conditions safe for your activity?”

Students: “We can look for hazards, like spilled water on the floor or unnecessary equipment on the playing area, and remove them.” “If an activity requires supervision, we shouldn’t start until we have a qualified person to supervise it.”

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- A3.2** identify resources that can be of assistance in emergency situations related to physical activity (e.g., automated external defibrillator [AED] to restart the heart; first-aid kit for minor injuries; communication devices such as intercoms, walkie-talkies, and cell phones; GPS device for determining location; bailer [one per craft] for use when canoeing, kayaking, or boating; flotation device or reaching pole for assisting a person struggling in the water; epinephrine autoinjector for someone with a severe allergic reaction or inhaler for someone with asthma) [PS, CT]

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

SPECIFIC EXPECTATIONS

B1. Movement Skills and Concepts

By the end of this course, students will:

- B1.1** perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli (*e.g., move through a variety of stations in an obstacle course; demonstrate a sequence of positions and movements while dancing to music; perform a flip turn in aquatics*) [PS, IS, CT]

Teacher prompt: “What are some points to keep in mind when you are starting in-line skating?”

Student: “For a beginning in-line skater, balance and skating posture are very important. Stand with your hands in front of you and your feet no more than shoulder-width apart. Push gently to start the glide. While skating, keep your knees slightly bent and try not to bend your upper body forward, as your head, chest, and hips need to be over your skates to keep your body stable.”

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Teacher prompt: “What are the key things to remember when starting out of the blocks in the hundred-metre sprint?”

Student: “Explode out of the blocks by using your arms and legs to power the body forward, do not stand up immediately when starting but come up gradually to maintain momentum, keep your head up, and stay focused on the finish line while trying to ignore distractions around you.”

- B1.2** perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli (*e.g., send objects, varying distance and placement, to advance runners in striking/fielding activities; move into position to receive an object in net/wall activities; maintain control of the ring while moving towards the opponent’s net in a game of ringette; throw a ball, perform a full turn, and catch the ball while performing a rhythmic movement sequence*) [PS, IS, CT]

Teacher prompt: “What do you need to do to maintain possession of the ball or puck while being opposed by a defender in soccer, field hockey, or sledge hockey?”

Student: “To maintain possession in any of these activities, you need to keep the ball or puck close to your body and away from the defender. You should also keep your head up at all times and keep your eyes focused on what’s happening around you.”

B1.3 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to refine skills as they participate in a variety of physical activities [PS, CT]

Teacher prompt: “Using the proper technique when doing full or bent-knee push-ups is the most effective way to gain benefits when doing these exercises. To get ready, lie face down with your hands at shoulder level, palms flat on the floor and slightly more than shoulder-width apart, and your feet together and parallel to each other. Hold your body tight, keep your legs straight, and perch on your toes or knees. To execute, take a deep breath, then slowly and steadily extend your arms all the way without locking your elbows and push up as you exhale. Rest for a second, holding yourself in this position. To follow through, inhale as you lower yourself back down, slowly and steadily, until your chest is just off the floor. Repeat the sequence. Exhale up. Rest with your breath pause. Inhale down. What steps would you follow if you do push-ups from a wheelchair?”

Student: “When I do push-ups from my wheelchair I follow more or less the same steps. After locking the wheels so I don’t roll, I put my forearms on my armrest and use my arms to lift my body as far out of the chair as I can. I hold this position for a few seconds, and then slowly lower myself back into the chair. I exhale as I lift and inhale as I go back down.”

B1.4 apply appropriate movement principles* in order to refine skills in a variety of physical activities (e.g., *extend all joints to achieve maximum force in the execution phase of an overhead or underhand serve in a net/wall activity; bend knees to lower centre of mass to increase stability in wrestling*) [PS, CT]

Teacher prompt: “What do you need to do to serve a ball with more power?”

Student: “To serve with more power, I need to produce more force by using all of my joints. I can do this by putting my whole body into the serve. As I extend my legs, twist my trunk, extend my arm, and follow through, I combine the forces from all of these actions and therefore get more power.”

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Teacher prompt: “How can we control where a curling rock goes?”

Student: “The amount of force we apply to the rock when we throw it determines how fast it will go and how far. If we put a spin on the rock when we throw it, we can also make it curl in the direction of the spin. Sweeping reduces the amount of friction between the ice and the rock and makes the rock go faster, farther, and straighter. When we stop sweeping, the additional friction makes the rock slow down and start to curl.”

B2. Movement Strategies

By the end of this course, students will:

B2.1 demonstrate an understanding of the components of a range of physical activities (e.g., *movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environments (e.g., *gym, fitness room, ice rink, pool, park, recreational facilities, hiking and snow trails*) [IS, CT]

* See pages 34–35 for background information and a description of movement principles.

Teacher prompt: “Recreational activities such as in-line skating, skateboarding, ice-skating, and sit-skiing have similar components. All of them, for example, require having balance, as well as gliding and stopping skills. Some of the safety guidelines are similar too. We should prepare for these activities by doing warm-ups, and we should wear the proper protective equipment. What other factors should be considered when engaging in these activities?”

Student: “All of these activities require sharing space or facilities with others, so all of them have rules of etiquette to ensure that these spaces are shared safely and with respect for others. When skateboarding or in-line skating on bike paths and trails, be aware of others around you so that everyone can share the space safely; skate or board in single file on the right side of bike paths and trails, and when passing pedestrians, slow down, warn them you are going to pass, and tell them what side you are passing on. In recreational ice-skating, skate near the boards around the rink if you’re a beginner. More experienced skaters should give beginners lots of space. Always skate in the same direction as other skaters.”

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Teacher prompt: “Many activities require some kind of equipment, but the equipment you normally use may not always be available. Can you give me some examples of how you can improvise or adapt to make up for a lack of equipment?”

Students: “We could use a piece of sports equipment when doing fitness activities. For example, if we didn’t have a weighted bar to use while doing waist twists for flexibility, we could hold a hockey stick behind our shoulders instead.” “Someone in a wheelchair could hold a ringette stick in one hand and do side bends, gradually extending the stick farther away from their body and wheelchair.” “When working on upper arm strength, we could perform dips using a bench if we didn’t have access to a weight machine.”

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- B2.2** apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities (e.g., **individual activities:** *pace themselves to conserve energy during an endurance run; choose a course suited to their experience or fitness level when orienteering;* **target activities:** *set up deflections from objects in the area of play to get around obstacles and get closer to the target;* **net/wall activities:** *maintain a ready position in order to be prepared to move in any direction to play the ball or shuttle when receiving a serve or when in transition between offence and defence;* **striking/fielding activities:** *if playing the outfield, shift to cover the area that the batter is most likely to hit to; communicate with teammates about when to run;* **territory activities:** *pay attention to game play in order to be ready to respond and change quickly from offence to defence*) [PS, IS, CT]

Teacher prompt: “What are some effective ways to maintain possession when playing ultimate disc?”

Student: “Use short passes and move quickly to get into position. Be aware of your teammates’ positions so that you can support them by being ready to receive a return pass. Be aware of where the defenders are, so you can avoid them.”

Teacher: “What other types of activities could you apply these ideas to?”

Student: “These are also good things to do in other territory games, such as soccer, wheelchair basketball, speedball, rugby, field hockey, and broomball.”

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- B2.3** demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities [PS, CT]

Teacher prompt: “How can your competence and confidence in one kind of activity give you the confidence and ability to participate successfully in other activities?”

Students: “Skills that are required in one activity are often required in others. When we did yoga, I learned how to develop core strength and balance. That gives me an advantage and a greater sense of confidence when I participate in other physical activities that require core strength and balance, such as a dance or fitness routine, skating, delivering the ball in goal ball, bowling the ball in cricket, or hiking.” “I learned how to pace myself in long-distance swimming, but it’s also a useful tactic that can be used in other distance activities like speed-walking, running, wheeling, or cycling.”

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Teacher prompt: “How does understanding the offensive and defensive strategies of a particular activity help you to be more successful in a similar activity?”

Student: “In soccer we often try to create open space by spreading the offence. This causes the defence to open up and gives an attacker a better opportunity to get into scoring position or pass to a teammate who can get into scoring position. I’ve just started playing water polo, but I find I’m catching on to the game very quickly because this and a lot of other strategies that we use in soccer are used in water polo as well. This is also true in many other sports. Players in European handball and tchoukball, for example, use a number of similar strategies.”

C. HEALTHY LIVING

Healthy Living Learning Summary for Grade 10: Key Topics*			
Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Healthy Eating		<p>C2.1 Eating habits and choices – physical and emotional factors [PS, CT]</p> <p>C2.2 Nutritional implications of dietary choices and trends [PS, CT]</p>	<p>C3.1 Using consumer influence to promote healthy eating [CT]</p>
Personal Safety and Injury Prevention	<p>C1.1 Mental health – factors that enhance [PS, IS]</p>	<p>C2.3 Conflict – within oneself and with others; resolution strategies [PS, IS, CT]</p>	<p>C3.2 Minimizing health and safety risks – physical and personal environment [PS]</p>
Substance Use, Addictions, and Related Behaviours	<p>C1.2 Effects on health and well-being [PS]</p>	<p>C2.4 Responding to challenges involving substance use or addictions – use of living skills [PS, IS, CT]</p>	<p>C3.3 Addiction-related issues – local, national, and global [CT]</p>
Human Development and Sexual Health		<p>C2.5 Decision making, communication, healthy sexuality [PS, IS, CT]</p>	<p>C3.4 Misconceptions relating to sexuality [CT]</p> <p>C3.5 Relationships – effects on self and others [PS, IS, CT]</p>

* This chart is extracted from the complete Grade 9–12 Healthy Living Learning Summary chart on pages 204–205. The topics are listed on the left, and the focus of each expectation is summarized briefly, to give teachers a quick overview of the strand.

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

SPECIFIC EXPECTATIONS

C1. Understanding Health Concepts

By the end of this course, students will:

Personal Safety and Injury Prevention

- C1.1** demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being [PS, IS]

Teacher prompt: “Being mentally healthy requires finding balance in life, and includes things like being able to engage in productive daily activities, maintain fulfilling relationships, adapt, and cope with stress. Mental health and emotional and spiritual well-being are enhanced by both external factors and internal factors. External factors include social, economic, and cultural factors such as having a supportive network, including family, other trusted adults, and friends; being given boundaries and expectations; and being able to develop a sense of empowerment, which comes from things like feeling safe and having a sense of purpose. Having a clean environment with access to green spaces can also be beneficial to our mental health and well-being. Internal factors include personal characteristics, such as having a clear sense of self, the ability to use coping and self-monitoring skills, and social competence, which includes being able to make healthy choices and having cultural pride. For many First Nation, Inuit, and Métis peoples, understanding one’s culture and identity is an important component of spiritual health. How does having these factors help you to become healthy, successful adults?”

Students: “These factors help build our self-esteem and self-confidence. Along with self-discipline and effective problem-solving and decision-making skills, they help us cope with negative influences, make wiser choices, and avoid getting involved in things that can lead to injury or harm.” “Not having financial worries can make it easier to cope day to day; however, being financially stable doesn’t ensure mental and emotional well-being.” “I am finding out more and more about my Métis heritage. I attended a memorial feast for the first time and saw how it helped people deal with their grief in a very supportive environment. I really knew then I had an extended family larger than I realized. I know I can go to them when I need support, and that will help me make healthy choices.”

Substance Use, Addictions, and Related Behaviours

- C1.2** demonstrate an understanding of the impact of substance use and addictive behaviours on all aspects (*e.g., physical, emotional, cognitive, spiritual, social, economic*) of a person’s health and well-being [PS]

Teacher prompt: “Substance *misuse* is the use of substances in ways that are illegal or not recommended medically. Substance *abuse* refers to excessive use of substances, despite the physical, cognitive, emotional, social, legal, or economic harm that this may cause to oneself or others. Give examples of different ways in which substance misuse or abuse and addictive behaviours can affect a person’s health and well-being.”

Students: “Misuse of alcohol and other substances impairs your judgement, so you can easily make mistakes that lead to serious injury or death or that get you in trouble with the law. Alcohol can be a factor in car crashes and drownings, fights, criminal activities, antisocial behaviour, and behaviour that could lead to injury or harm.” “Alcohol abuse can harm relationships. It can also create serious medical problems, such as alcohol poisoning from binge drinking or liver and kidney disease later in life as a result of long-term abuse.” “Drinking alcohol while pregnant can lead to the baby being born with fetal alcohol spectrum disorder (FASD).” “Drug abuse can limit your ability to interact socially, do your schoolwork, or keep a part-time job. The financial costs of drug use could lead to other problems, including some with potential for conflict and violence.” “Someone with

an online gambling, gaming, or shopping addiction is in danger of spending money they do not have and of isolating themselves socially.” “Abuse of substances or addictive behaviours may lead a person to reject their spiritual beliefs.”

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Teacher prompt: “First Nation, Métis, and Inuit cultures often consider the broad-based community impact of addictions in their approaches to healing and treatment. What are some dimensions of healing in these cultures?”

Student: “Having an understanding of who you are and being proud of your heritage are an important part of being healthy and are also important in healing. Elders and/or traditional healers from within the community and often from other communities and regions provide support for individuals, families, and the community to help them heal. The idea is that one person’s healing connects to the well-being of the community. Songs, dances, games and activities, stories, prayers, and ceremonies are some community-based healing methods that are used.”

C2. Making Healthy Choices

By the end of this course, students will:

Healthy Eating

- C2.1** explain how their knowledge of physical and emotional factors that influence personal eating habits (*e.g., level of physical activity, physical stage of development, hunger and satiety cues from their bodies, food allergies and sensitivities, hydration and nutritional needs, body image, peer and family influence, stress*) can be applied to making healthy eating choices [PS, CT]

Teacher prompt: “In addition to eating for energy and nourishment, people eat – or choose not to eat – for all kinds of reasons, including comfort, pleasure, celebration, body image, and peer pressure. It is important to be aware of how these factors can affect healthy food choices. Give me an example of an emotional or social factor that may influence your food and beverage choices.”

Student: “We can be influenced by unrealistic media images of ideal bodies. Accepting these unrealistic ideals as the norm and feeling that you don’t measure up to them can lead to unhealthy eating habits, such as crash dieting, skipping meals, or using unhealthy supplements. We need to recognize that healthy bodies come in all shapes and sizes.”

- C2.2** assess the nutritional implications of a variety of dietary choices, including those reflecting current dietary trends, and explain how they can make personal choices that will provide the nutritional requirements for a healthy, active life [PS, CT]

Teacher prompt: “People can make dietary choices for a variety of reasons, such as concerns about the treatment of animals, food allergies or sensitivities, environmental concerns related to food production methods, a desire to eat local food, beliefs in the nutritional benefits of consuming or avoiding certain foods, or the desire to be more energetic or to maintain a healthy weight. What are some dietary practices that are common in Canada today? How consistent are these with the recommendations in Canada’s Food Guide?”

Students: “Some people follow a vegetarian diet, which is meatless, or a vegan diet, which includes no animal products at all. Many prefer traditional ethnic or culturally specific diets. Most of these diets are healthy and consistent with the recommendations of the guide, which is available in several different languages. There is also a version for First Nation, Inuit, and Métis people, which includes recommendations about traditional ‘country food’ diets that are based on fish, game, and wild berries.” “Many people are attracted by fad diets that promise rapid weight loss. These can cause more harm than good, making people lose control over their eating or causing uncontrollable feelings of

hunger. A lot of diets recommend consuming more of one kind of food and less or none of another. We should make sure that any diet we choose is balanced and includes a sufficient number of servings from each of the four food groups.”

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Teacher prompt: “Some popular food and beverage choices can pose serious health and safety risks. Can you give me an example? What are some credible tools and resources that you can use to find out if a dietary choice is healthy?”

Student: “High caffeine energy drinks can pose serious risks, especially if you drink a lot of them or mix them with alcohol. With some of these drinks, it is easy to drink more than the safe amount of caffeine. Too much caffeine can cause anxiety, insomnia, rapid heartbeat, upset stomachs, and other symptoms. Energy drinks are dangerous when combined with alcohol. You can find out if your food choices are healthy by reading the food label and consulting Canada’s Food Guide, Health Canada’s website, your local public health unit, or a registered dietitian.”

Personal Safety and Injury Prevention

C2.3 demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., **for conflict within oneself:** meditation, journal writing, seeking counselling, talking with a trusted adult or friend; **for conflict with others:** applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority) [PS, IS, CT]

Teacher prompt: “Conflict resolution involves many kinds of skills. Problem-solving and decision-making skills can help us identify the causes of a conflict and create solutions. Assertiveness skills can help us keep a conflict under control. Good communication skills or communication strategies such as active listening (e.g., paraphrasing or summarizing what a person is saying or responding to feelings and non-verbal cues) can also be useful. What are some ways that you can prevent a conflict you are involved in from getting out of hand?”

Students: “It helps to listen carefully, use non-confrontational body language, and give lots of physical space. If I were involved in a conflict, I would try to be aware of what I was feeling, and I would calm myself by pausing and taking deep breaths, telling myself I can handle the situation, and stopping negative thoughts before they took over.” “Avoiding conflict in the first place through stress management is a good strategy. As a Cree person, I find that regular smudging connects me to who I am, grounds me, and helps me to manage my feelings.”

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Teacher prompt: “The way you deal with conflict with a person will depend to some extent on your relationship. The way you handle a conflict with a parent may be different from the way you handle conflict with a friend. How would you handle a conflict with someone, such as a teacher or an employer, who is in a position of authority over you?”

Students: “I need to be able to express myself in ways that will be taken seriously, while at the same time showing respect for the other person. In any situation, understanding what might have triggered the conflict is important, as is advocating for myself, thinking calmly and critically, and using assertive communication skills.” “In the case of a conflict with an employer, I would make sure that I know what my rights are. For example, if my boss asks me to do work that is unsafe, I know that I have the legal right to refuse. However, in a situation like that I would first try to resolve the situation without conflict by asking my boss for the proper training or a different job. If my boss still insisted that I do the work, I would need to get support from another adult.”

Substance Use, Addictions, and Related Behaviours

C2.4 demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours [PS, IS, CT]

Teacher prompt: “Can you give me an example of a difficult situation that you might have to deal with that is connected to substance use or an addictive behaviour? What factors may put you (or others) more at risk in this kind of situation, and what skills and strategies can you use to protect yourself?”

Students: “Being offered drugs or alcohol at a party would be difficult to deal with. In this situation, factors that increase risk include having lower self-esteem, being bullied, and not feeling supported by your friends. Having thought ahead of time about what to say and how to use refusal and assertiveness techniques would help you deal with this situation more effectively.” “Internet use can become a problem if it interferes with your daily life, school work, or relationships. You may be more at risk if you are using the Internet excessively to relieve stress from an underlying problem, such as depression or anxiety. Recognizing that you need help and knowing how to get it are important coping skills for this situation.”

Human Development and Sexual Health

C2.5 describe factors that influence sexual decision making (e.g., personal values, having limits and being able to communicate them, being aware of and respecting the limits set by others, peer and family expectations, having physical and emotional desires, media messages, myths and norms related to sexual activity or safer sex practices, participation in activities such as substance use that impair judgement), and demonstrate an understanding of how to use decision-making and communication skills effectively to support choices related to responsible and healthy sexuality [PS, IS, CT]

Teacher prompt: “What are some factors to consider when deciding whether or not to be involved sexually with someone?”

Student: “I need to make sure it’s my choice. Being sexually active is not something that you should feel pressured into doing. I would think about the benefits and consequences of a sexual relationship. I need to consider my values and beliefs to be sure my actions are consistent with them. I want to make sure that my relationship with my partner is affectionate and respectful and that we feel comfortable discussing what we find pleasurable and what our sexual limits are. I must be confident that we would use safer sex practices, such as using condoms to protect against unintended pregnancy or STIs, which are much more common than most people think they are. It’s important to know that it’s okay to delay having sex with my partner until both of us feel ready, so that we’re able to enjoy sex without regrets.”

C3. Making Connections for Healthy Living

By the end of this course, students will:

Healthy Eating

C3.1 demonstrate an understanding of how they, as consumers, can have an impact on food and beverage choices at school and in the community (e.g., promoting availability of healthy choices in restaurant and cafeteria menus and in grocery stores, raising awareness of ethical and environmental considerations related to food choices) [CT]

Personal Safety and Injury Prevention

C3.2 demonstrate an understanding of health and safety risks in their physical and personal environment, and describe practices and behaviours that can be promoted to minimize the exposure of themselves and others to these risks (e.g., *thinking in advance of the consequences of actions; getting reliable information; following health practices such as handwashing to reduce risks associated with the spread of infectious diseases; staying hydrated; observing road safety rules while biking and walking; avoiding distractions such as using headphones while cycling and walking; listening to music at safe volumes to avoid hearing damage; using insect repellent; wearing a helmet when skiing, snowboarding, or tobogganing*) [PS]

Teacher prompt: “Give me examples of how to keep yourself and others safe when being driven by someone else in a vehicle.”

Student: “Drive only with licensed drivers who are not under the influence of drugs or alcohol, and support friends in doing the same. Do not distract the driver. Wear a seatbelt. I can encourage anyone who is driving me not to do anything, like eating or using a cell phone, that could be a distraction while driving. Using a cell phone while driving is against the law.”

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Teacher prompt: “What are the health risks of too much sun or UV exposure? What can you do to protect yourself?”

Student: “In the short term, you run the risk of getting sunburn or sunstroke. In the longer term, you increase your chances of getting skin cancer, developing cataracts, or having your skin age faster. You run the same risks when you use tanning beds and sunlamps as when you go outdoors, because they expose you to ultraviolet rays too. Because of these health risks, it’s not legal for anyone under 18 to use tanning beds or sunlamps. You can protect yourself when you go outdoors by checking the UV index and limiting your exposure: wear a hat, put on sunscreen, and avoid staying in the sun for long periods of time.”

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Teacher prompt: “If you’re thinking of getting a tattoo or a piercing, what do you need to consider in advance?”

Student: “You need to think about whether you want to have the tattoo or piercing forever, and you need to think about safety. You could get infected with hepatitis B or C, HIV, or other infections if the tools are not sterilized properly. Piercings also need to be cared for and cleaned carefully because bacteria can get in and cause infection.”

Substance Use, Addictions, and Related Behaviours

C3.3 identify public issues related to various addictions (e.g., *alcohol, drugs, gambling, tobacco*), and analyse their impacts and the connections between these impacts locally, nationally, and internationally [CT]

Teacher prompt: “Addictions affect people from all social, economic, and cultural groups and may have consequences not only for the individuals involved but also for their families, neighbourhoods, and communities, and even beyond. Choose a type of addiction and identify the possible impacts of that addiction at various levels. Examples of impacts may include damaged relationships, violence and social problems, crime, direct economic costs such as those related to health care, welfare, and policing, and indirect economic costs such as lost productivity.”

Human Development and Sexual Health

- C3.4** describe some common misconceptions about sexuality in our culture, and explain how these may cause harm to people and how they can be responded to critically and fairly [CT]

Teacher prompt: “Everyone in Canada has the right to live free of discrimination and with the same rights as everyone else. We have an obligation to treat everyone with fairness and respect, just as we want others to respect us and our choices. People sometimes face discrimination because of beliefs that others have come to accept. Understanding about sexuality, sexual behaviour, and gender behaviour varies widely. Some beliefs may be misconceptions based on erroneous information. If we encounter what we think is discrimination or a misconception, how can we respond to it?”

Student: “Getting more information, having open-minded discussions, and thinking critically about the assumptions behind various ideas can help us think critically about their credibility. We must also encourage people to respect the rights of others. That respect is enshrined in the Ontario Human Rights Code and the Canadian Human Rights Act.”

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Teacher prompt: “Heterosexism is the assumption that if someone is in a romantic or sexual relationship, it is with someone of the opposite sex. Think about the effect this might have on a person who is questioning his or her gender identity or sexual orientation. Heterosexism is often seen in our use of language. By using more inclusive language ourselves, and supporting its use in literature and the media, we can create an environment that is comfortable for all and where all feel they are a part. What are some other ways in which we can reduce homophobia, increase understanding, and support those who are questioning their gender identity or sexual orientation?”

Students: “We can contribute to a positive school climate in which everyone feels safe, comfortable, and accepted by showing respect for others.” “We can object when we see people being harassed or treated unequally and report the incident to trusted adults.” “We can participate in gay-straight alliances and other student-led activities that promote understanding and the development of healthy relationships.”

- C3.5** explain how being in an exclusive relationship with another person affects them and their relations with others (*e.g., personal benefits such as learning about oneself, emotional comfort and security, sense of belonging; impact on peer relationships, family relationships, time management, homework, choice of activities; feelings and challenges involved in ending a relationship*) [PS, IS, CT]

Teacher prompt: “Breakups are a normal occurrence in teenage life and happen for lots of reasons. What advice would you give to someone whose relationship has ended?”

Students: “Show respect to the person you’ve broken up with. Being respectful means not saying bad things about your former partner and not sharing confidential information.” “Acknowledge how you feel, recognize the hurt, sad, relieved, or angry feelings, and work on looking ahead. Talk with your friends and family about how you feel. Consider trying something new. Do something that interests you, such as joining a club or taking part in physical activity. Through the experience, you can learn that you can be self-reliant, that you can overcome difficult feelings, and that you can survive the loss of one relationship without fearing that you’ll never find another.”

Healthy Active Living Education, Grade 11

Open

PPL30

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

***Note:** Courses for Grade 11 Healthy Active Living Education must address all of the expectations in the curriculum. However, focus courses centred around a particular group of physical activities may be used as the vehicle through which students will attain the expectations.*

The possible groupings for Grade 11 focus courses and their corresponding course codes are:

- *Healthy Living and Personal and Fitness Activities – PAF30*
- *Healthy Living and Large-Group Activities – PAL30*
- *Healthy Living and Individual and Small-Group Activities – PAI30*
- *Healthy Living and Aquatic Activities – PAQ30*
- *Healthy Living and Rhythm and Movement Activities – PAR30*
- *Healthy Living and Outdoor Activities – PAD30*

For more information about the delivery of such courses, see pages 20–21.

LIVING SKILLS



Student learning related to the Living Skills expectations takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and should be assessed and evaluated within these contexts.

OVERALL EXPECTATION

By the end of this course, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

SPECIFIC EXPECTATIONS

1. Living Skills

By the end of this course, students will:

Personal Skills (PS)*

- 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** explain how choosing activities on the basis of their interests, skills, and abilities can build confidence and encourage lifelong participation in physical activity; **Movement Competence:** take responsibility for refining a skill by getting assistance in identifying which area needs improving, building on their strengths, and using constructive feedback to improve the part of the skill that needs improving; **Healthy Living:** explain how some of their choices and behaviours can keep them safe and how others can put them at higher risk of injury or death)
- 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** conduct a safety inspection of the activity area and remove hazards, modify activities so that hazards are avoided, or move to a safer activity area; **Movement Competence:** change the rules of an activity to maintain an appropriate level of challenge as the skill level of participants increases; **Healthy Living:** use planning strategies, such as thinking ahead to identify risks and preparing protective measures such as backup plans and alternatives that help them avoid risk of harm, in order to maximize their safety and that of others)

* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 25–29 for a discussion of living skills.)

Interpersonal Skills (IS)*

- 1.3** communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** demonstrate respectful and active listening while instructions are being given when peers are leading an in-class activity; **Movement Competence:** give constructive feedback when supporting others in the development of skills; **Healthy Living:** use clear examples to explain what can be done to refute myths and reduce the stigma connected to mental illness)
- 1.4** apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., **Active Living:** adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; **Movement Competence:** work collaboratively with others when making changes to their group physical activity routine; **Healthy Living:** explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation)

Critical and Creative Thinking (CT)*

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., **Active Living:** analyse information about themselves, such as activity preferences, time available for activity, and changes in fitness level to determine how their fitness and/or physical activity plans could be modified; **Movement Competence:** explain how the ability to transfer skills and strategies from one activity to other activities can facilitate their participation in recreational activities outside of school; **Healthy Living:** explain how current issues related to food might influence a person's food choices; identify proactive measures and supports that could assist them in making decisions related to their reproductive, sexual, and overall health)

A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of this course, students will:

- A1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;
- A2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

A1. Active Participation

By the end of this course, students will:

- A1.1** actively participate in physical activities (*e.g., being appropriately prepared and equipped to participate in the activity, being engaged in the activity, striving to do their personal best, adapting to challenges when exploring new activities, monitoring their progress and successes in order to boost their confidence and increase their willingness to try new activities*) in a variety of settings, choosing from a wide and varied range of activities (*e.g., individual activities, such as t'ai chi and weight-lifting; small- and large-group activities, such as wheelchair basketball, hacky sack; outdoor pursuits, such as cross-country running and softball; recreational and leisure activities, such as golf, tennis, table tennis, bocce, and curling*) [PS, IS]

Teacher prompt: “What helps you to stay engaged in an activity?”

Student: “I’m more committed when I can choose activities that are fun, that interest me, and that suit my strengths. I also like being able to set my own goals and decide how I’m going to do the activities and how hard I want my goals to be. Right now my goals are to try out some new fitness classes and to practise my in-line skating skills.”

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Teacher prompt: “Some of you live in town and some of you live in the country. How does where you live affect the types of activities you might choose to participate in after school and on weekends?”

Students: “If you live in town, it is easier to play on school teams and use community facilities like the squash courts and the recreation centre. I enjoy individual sports like running and kayaking. I can run anywhere, but in the city I need to be aware of traffic, so I usually choose to run on a trail away from the roads. To get to a spot to kayak, I need to get a ride to the river.” “Living in the country means that it is harder for me to play on school teams or go to my dance classes, because I have to arrange rides if I can’t take the school bus. But living in the country has advantages too. I can go cross-country skiing or snowshoeing right out my back door. I can walk to a lake in just a few minutes. The air feels cleaner, and there is not much traffic, although you still have to be careful and watch for animals and vehicles and just generally be aware of your surroundings.”

A1.2 describe the holistic benefits of lifelong participation in physical activity (*e.g., physical health benefits, such as higher energy levels, improved resistance to disease; psychological and social benefits, such as social interaction, enjoyment, relaxation, independence, self-improvement, sense of belonging, self-esteem, sense of well-being, reduction of anxiety and depression; spiritual benefits, such as the feeling of inner peace that can come for some people from activities like yoga and t'ai chi or from activities like running, swimming, and kayaking*), and demonstrate an understanding of strategies they can use to continue to be physically active throughout their lives (*e.g., developing an activity plan that reflects their personal fitness needs and offers clear personal benefits; choosing activities on the basis of personal appeal, personal skills and abilities, and availability and accessibility of facilities; scheduling activity at a regular and convenient time of day*) [PS, CT]

Teacher prompt: “You know that being physically active promotes better fitness and better health, including greater resistance to disease. When we talk about the holistic benefits of lifelong healthy, active living, what do we mean?”

Student: “In addition to the physical benefits, there are a number of social, emotional, spiritual, and mental health benefits. For example, activity and fitness can relieve stress and help to build confidence and a positive sense of self. Physical activity outdoors can also give us a sense of connection with the world around us, and being active with others can help to build good friendships. Holistic refers to all of these benefits together.”

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Teacher prompt: “Compare the holistic health benefits of snowmobiling and cross-country skiing.”

Student: “Skiing, like other non-motorized activities, offers much greater benefits for physical health, because you need to expend energy to move your own body. However, both activities provide the psychological and spiritual rewards of being out in nature. Both require physical skills, and mastering these skills contributes to your confidence and self-esteem. Both contribute to a sense of well-being, but in different ways. Some people enjoy the opportunity that cross-country skiing gives them to experience and appreciate the natural environment. Others enjoy the easy access that snowmobiling gives them to remote areas.”

A1.3 demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities (*e.g., encourage others; give constructive feedback; encourage positive peer relationships by displaying a sense of fair play and observing proper sports etiquette; plan and lead in-class activities; support others in the development of skills*) [PS, IS, CT]

Teacher prompt: “How might you provide leadership in the classroom? What positive social behaviours could you promote at the same time?”

Students: “I could show leadership by planning and leading an in-class activity that would teach others in the class about my culture. I am Métis, and I would like to teach the Red River Jig. It is a unique dance created by the Métis people. It combines footwork from First Nation dancing with European fiddle music. When doing the jig, we would have to cooperate and work together.” “If I were leading an in-class activity, I might teach Gaelic football or hurling because of my Irish heritage. Positive social behaviours that I would focus on with these activities would be fair play and observing proper sports etiquette.”

A2. Physical Fitness

By the end of this course, students will:

- A2.1** participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes (*e.g., cycling, sledge hockey, snowshoeing, continuous moving during a game*) [PS]

Teacher prompt: “What helps you determine whether the intensity of an activity is moderate or vigorous, and how can you control the intensity? How close are you to being able to maintain a moderate to vigorous level of activity for twenty minutes?”

Student: “I can tell whether the intensity of an activity is moderate or vigorous by monitoring how hard my body is working. I can adjust the intensity of an activity by either speeding up or slowing down my movements. When I started the course, my goal was to work my way up to a moderate level of intensity – just enough to increase my breathing and heart rate and make me sweat a little. I can now maintain that intensity for at least twenty minutes.”

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Teacher prompt: “The Canadian Sedentary Behaviour Guidelines advise youth to avoid sedentary behaviour for extended periods of time. How can you reduce the amount of time that you spend sitting or not moving? According to the Canadian Physical Activity Guidelines for Youth, how much physical activity do you need altogether and what kind of activity do you need to achieve health benefits?”

Students: “You can reduce the amount of time you spend sitting or not moving by limiting recreational screen time to no more than two hours per day, using sedentary transport less, and spending more time outdoors.” “Teenagers need at least sixty minutes of moderate to vigorous physical activity every day to get health benefits. You need to engage in vigorous activities – the ones that raise your heart rate and make you breathe harder – at least three days a week. You should also engage in activities that strengthen muscle and bone – things like walking, swimming, biking, and resistance training – three days a week.”

- A2.2** describe strategies that can be used to set and achieve effective short-term personal physical activity goals as well as effective goals related to lifelong wellness and active living (*e.g., using effective goal-setting to make it easier to stay motivated; using the most effective training principle and/or equipment for their targeted goals; choosing workout routines on the basis of known effectiveness rather than current popularity; seeking support from others, such as coaches, friends, and people pursuing similar goals*) [PS, IS, CT]

Teacher prompt: “What are some things that you can do to set effective goals?”

Student: “To set effective goals, I need to know what my starting point is and then set specific goals that are important to me and that I know I can achieve. Breaking down goals into smaller, easier goals and working toward my final goal in stages will give me a sense of progress, build my self-confidence, and keep me motivated.”

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Teacher prompt: “Think about some of the strategies that you used to help you achieve your physical activity and fitness goals. What strategies have helped you maintain your commitment to exercising and reaching your goals?”

Students: “I try to stick to a schedule that will sustain my momentum. When I achieve a major goal, I might reward myself – maybe by celebrating with a friend, buying myself something I’ve wanted, or just congratulating myself and enjoying the feeling of achievement.” “Adding different types of activities to my routine or doing activities in different ways have been useful strategies. Running indoors as well as outdoors has added variety

to my running sessions and helped me get through the change of seasons. Also, setting at least half an hour per day for active recreation with friends has kept me motivated. Having variety in my workouts helps to make the activities more fun.” “Tracking progress provides feedback on how things are working and lets me know how close I’m getting to my goal. I use my calendar to record how active I’ve been. My friend uses a cell phone app.” “I find that having a workout buddy provides not only support but also encouragement and companionship. Sharing similar goals and a similar schedule makes it easy for us to work out together.”

- A2.3** assess their level of health-related fitness and monitor changes related to their personal fitness and activity goals [PS, CT]

Teacher prompt: “You need to know what your starting point is with each of the health-related components of fitness. You can measure these in a variety of ways. For example, you can use a grip test or a vertical jump assessment to measure your muscle strength. When you have this information, you can then set your goals, and by repeating these assessments periodically, you can monitor your progress in achieving them.”

- A2.4** develop, implement, and revise a plan that will help them achieve individual health-related fitness and physical activity goals related to lifelong wellness and active living and that incorporates strategies to help them remain active now and in the future [PS, CT]

Teacher prompt: “As you develop your personal physical activity and fitness plan, think about your life at school and your life beyond school. What is important to you? How will your priorities in other areas of your life affect your physical activity goals? How does your fitness plan connect to the rest of your life?”

Students: “I like being physically active in different ways, but I’m not interested in sports. My plan includes activities like walking and cycling at least three days a week and taking the stairs more often. These will help my cardiovascular fitness, but I will need to do more to develop my muscle strength and flexibility. I can join a fitness club to do this, or I can do things at home that require little or no equipment, like crunches, push-ups, stability ball exercises, and stretches. This is a plan that will be easy to continue after I leave school.” “I love playing organized sports like lacrosse, soccer, and rugby, but sports on their own are usually not enough to build and maintain overall fitness. My plan involves playing a couple of sports and doing strength, muscular endurance, and flexibility exercises on days when I don’t have games. These will help maintain the other aspects of health-related fitness that my sports activities don’t develop. Since I will soon be leaving high school, I’m also looking into joining the community lacrosse and hockey leagues so I can keep playing.”

A3. Safety

By the end of this course, students will:

- A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., wearing appropriate clothing and/or required safety equipment where necessary, such as when hiking, skating, skiing, or cycling; bringing an epinephrine autoinjector in case of emergency; ensuring proper hydration; maintaining proper posture while performing strength and/or resistance exercises; checking environmental and facility conditions before an activity; wiping down strength-training equipment after use to avoid spreading germs; ensuring that personal flotation devices fit properly before engaging in water activities) in a variety of physical activity settings (e.g., gym, fitness room, ice rink, field, pool, lake, ski hill, hiking and snow trails, recreational facilities) [PS, IS, CT]

Teacher prompt: “When using community facilities such as trails for running, skiing, snowboarding, snowmobiling, cycling, wheeling, or walking, what can you do to ensure your safety and that of others?”

Students: “It is important to be aware of the terrain and watch for obstacles and uneven ground. You should make sure you wear appropriate clothing for the activity and proper protective equipment, including helmets for activities such as skiing and cycling. It’s also important to follow trail etiquette: watch for others using the trail and warn them of your approach. Working with community groups on trail maintenance and cleaning will help to keep the trail accessible and safe for everyone.” “Sighted guides accompanying people who are visually impaired need to convey information about trail conditions and obstacles.” “You can make snowmobiling much safer by taking a course that teaches proper operating techniques, safe riding behaviour, and ways of dealing with emergencies.”

- A3.2** demonstrate an understanding of basic procedures for ensuring safety at physical activity sites and events (*e.g., preparing an emergency action plan, ensuring that a working communication device is readily accessible, checking to see that activity areas are free of hazards and that equipment is in safe working condition, ensuring that everyone involved is familiar with relevant school board protocols for dealing with events such as concussions and lightning strikes*), and describe resources, community agencies, and services that can be accessed in emergency situations (*e.g., on-site emergency equipment such as a first-aid kit or an automated external defibrillator (AED), on-site medical team made up of certified personnel, community and commercial medical emergency response teams, nearby hospitals or community health centres*) [CT]

Teacher prompt: “If you were planning a mini-triathlon for our school, what safety resources and services would you need to have at the event?”

Student: “We would need an emergency action plan for the site. We would also need access to communications equipment and a first-aid kit, and a qualified person would have to be in charge of our first-aid preparations and be available during the events. We would have to ensure that all routes of the course were well marked and monitored, that a qualified lifeguard was on site for the swim, and that emergency vehicles had clear access to the site.”

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

SPECIFIC EXPECTATIONS

B1. Movement Skills and Concepts

By the end of this course, students will:

- B1.1** perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli (*e.g., perform a hip hop, modern, folk, or jazz dance; use core strength to maintain balance, reach holds, and pull into position in wall climbing; use core strength to lift out of the seat slightly while cycling to increase pedalling strength and maintain a steady cadence while travelling up a steep hill*) [PS, IS, CT]

Teacher prompt: “Stability ball exercises provide some of the most effective ways to develop and improve hip, shoulder, and back stability. In what other ways can using a stability ball be of benefit to you?”

Student: “By using the ball instead of a bench, you can work on coordination and balance while doing seated and lying exercises for different muscle groups. Having to stabilize your body during the sets and repetitions helps to develop core muscle strength and endurance. The enhancement of core muscle strength helps to improve your posture.”

- B1.2** perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli (*e.g., move into position to use either a forehand or a backhand stroke in badminton, tennis, or squash; move into position to receive a serve in volleyball or to make a catch in football or ultimate disc, while setting up for the next move; use a step and release motion to send a ball closer to the target [pallino or jack] or to take out an opponent’s ball in bocce*) [PS, IS, CT]

Teacher prompt: “Many actions that appear to differ from one physical activity to another because of differences in body movements and equipment are actually quite similar and use the same locomotor and manipulation skills. Can you think of actions in different games and activities that use similar locomotor and manipulation skills?”

Students: “In a lot of games, you have to keep moving to be in the best position to make a play, and you have to be able to change speed and direction quickly, whether you are sending or receiving a pass, returning a shot, or scoring. In these games, staying on the balls of your feet helps you react faster.” “Sending skills are also similar in many sports and games. For example, the overarm *striking* action that is used when serving in volleyball or tennis or doing a badminton clear is similar to the overarm *sending* action that is used when throwing a football or a water polo ball.”

- B1.3** demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities [PS, CT]

Teacher prompt: “Choose a movement skill you want to work on. Have a partner perform the various phases of the skill, and identify the key principles that have to be applied in order to perform each phase of the skill effectively.”

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Teacher prompt: “What tips would you give someone to help them improve their putting stroke?”

Student: “Before hitting the ball, position yourself so that your nose is in line with the ball. Make sure that your grip is comfortable, that your stance is balanced, and that the club face is square with the ball. When you swing, keep your eyes on the ball and swing with a smooth, even stroke. Continue the swing in the direction of the hit after you have hit the ball.”

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Teacher prompt: “When using the classic style in cross-country skiing, we propel ourselves forward through a series of striding and gliding motions. Starting in a standing position, we execute our forward motion by shifting our weight onto one ski, pushing back, and gliding forward onto the other. We assist the glide by pushing backwards with our poles. What elements should you focus on in each movement phase to make your movements more efficient?”

Student: “Before you start, you should make sure that your skis are parallel and your knees are slightly bent. In the execution or stride phase, you shift your weight onto one ski, bending your knee and leaning slightly forward as you push and then shift your weight to the opposite ski to begin the glide phase. Extend your pushing leg until it forms a straight line with your upper body. To assist the glide and help propel yourself forward, plant the pole opposite the glide ski and push back. As you follow through with the glide, you prepare for the next stride by bringing your pushing foot forward. When your skis are even with each other, you then push back on the ski that you have been gliding on and repeat the steps. The secret to efficient cross-country skiing is being aware of your weight shift, which will help you combine these steps as smoothly as possible.”

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- B1.4** apply appropriate movement principles* in order to refine skills in a variety of physical activities (e.g., use momentum to pull the body forward and up when hiking up a steep incline; use all joints to produce force when sending an object; move centre of mass over base of support to find balance when holding yoga and Pilates positions or when floating in the water) [PS, CT]

Teacher prompt: “Through smooth, continuous motion, Pilates works multiple muscle groups simultaneously. It places particular emphasis on strengthening and stabilizing the abdominal region. When doing Pilates exercises, what movement principle do we need to focus on?”

Student: “In Pilates, we need to focus on centre of gravity in order to maintain core stability while using gravity for resistance. To do that, we need to pay attention to our breathing, so it is coordinated with our movements in the exercises. We may need to modify the exercises so that the level of intensity is suited to our abilities.”

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* See pages 34–35 for background information and a description of movement principles.

Teacher prompt: “When you are floating in the water, gravity is pulling your body down and the buoyant force of the water is pushing it up. The place on your body where the gravitational force appears to be centred is your centre of mass. It’s roughly in the abdominal area. The place where the buoyant force appears to be centred is the centre of flotation, and it’s roughly in your chest area. Because your centre of mass is lower in the body than your centre of flotation, the lower part of your body tends to sink in the water when you try to float horizontally, so you need to expend some effort to remain horizontal. What can you do to be able to float horizontally with less effort?”

Student: “The closer your centre of mass is to your centre of flotation, the easier it is to float horizontally. Floating with your arms at your side makes your centre of mass lower. You can make your centre of mass higher, however, and bring it closer to your centre of flotation by raising your arms above your head. That will help you float better.”

B2. Movement Strategies

By the end of this course, students will:

- B2.1** demonstrate an understanding of the components of a range of physical activities (e.g., *movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments (e.g., *gym, fitness room, ice rink, pool, park, recreational facilities, hiking and snow trails*) [PS, IS, CT]

Teacher prompt: “As beginners, you can simplify an activity to give you a chance to practise the basic skills. As you improve, you can start incorporating more conventional rules. For now, what can you do to improve your chance of having a longer rally and increase your playing time in a modified game of tennis?”

Student: “We can stand closer to the net when serving, hit the ball to the other person, and allow the ball to be returned with more than one bounce.”

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Teacher prompt: “With a partner, identify a number of different physical activities you could do together, individually, or with a small group. Consider the following components and characteristics of the activities: type of skills required, location, rules and guidelines, facilities and equipment needed, opportunities for social interaction, costs, and cultural links. How might these considerations affect the types of activities you would participate in?”

- B2.2** apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities (e.g., **individual activities:** use relaxation techniques to improve focus; **target activities:** place guards to protect objects in scoring positions; eliminate objects close to the target in games like curling, bocce, or croquet; **net/wall activities:** use a variety of shots to get your opponent out of position and make it more difficult for your opponent to return the object; **striking/fielding activities:** be ready to retrieve the object if a teammate misses; **territory activities:** rebound an object or be in position to intercept a pass when an object is thrown) [PS, IS, CT]

Teacher prompt: “When would you use a lob or drop shot in net/wall activities such as badminton or wheelchair tennis? What happens if you put spin on a ball during net/wall activities such as squash, handball, or racquetball?”

Students: “When my opponent is close to the net, I can use a lob shot to send the ball or shuttle into the open space behind them in order to get them to move towards the back of

the court. I can also use a lob shot to give me or my doubles partner time to get back into a recovery position on defence.” “By applying a side spin to the ball, I can make it bounce off the wall at an angle, so that it will be difficult for my opponent to return.”

- B2.3** explain how developing personal competence in physical activities can increase confidence and encourage lifelong participation in physical activities [PS, CT]

Teacher prompt: “Name some physical activities or sports in which you have improved your skills. How has this improvement affected your enjoyment of these activities? Does being good at one activity encourage you to try other activities? Do you want to continue being involved with the activities that you are good at after you leave school? How can you do this?”

Students: “Learning how to use free weights has really helped me improve my fitness and strength. Now I want to do more strength training, so I have started using the free weights at the local fitness centre on weekends, and when I can’t get to the fitness centre, I do other forms of resistance workouts, such as exercises that use my own body weight for resistance or exercises with the resistance bands and tubing we have at home.” “Knowing how to take what I’ve learned from one activity and use it in another helps me participate in other recreational activities and gives me more choices. I started playing beach volleyball last summer because I was already good at tennis, and knew that I could use a lot of the same skills and strategies. In both of them, for example, you try to direct the ball to an open space on the opponent’s side and then move into the position that gives you the best coverage of your side of the court.” “Because I’ve become pretty good at ultimate disc, I have a lot of fun playing and I want to continue after I leave high school. The college I want to go to has a good recreation program and good facilities, so that shouldn’t be a problem. Our community centre has an adult recreational league that I could play in as well. I’m also thinking of trying some other activities. If I’m good at ultimate, I can be good at these too.”

C. HEALTHY LIVING

Healthy Living Learning Summary for Grade 11: Key Topics*			
Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Healthy Eating	C1.1 Impact of diseases and health conditions on nutrition requirements and food choices		C3.1 Current issues related to food and/or nutrition [CT]
Personal Safety and Injury Prevention	C1.2 Actions, risks, and influencing factors [PS] C1.3 Suicide – warning signs and prevention strategies [IS]	C2.1 Strategies for making safer choices [PS, IS, CT]	C3.2 Behaviours associated with risk – social impacts, costs, and ways of preventing [IS, CT]
Substance Use, Addictions, and Related Behaviours		C2.2 Connections between substance use, addictive behaviour, and physical and mental health; making safer choices [PS, CT]	C3.3 Risk factors and supports [PS, IS, CT]
Human Development and Sexual Health	C1.4 Mental illness, addictions – causes, manifestations, and effects on personal health and well-being	C2.3 Reproductive and sexual health; proactive health measures [PS, CT]	C3.4 Skills for dealing with stressful situations [PS, IS] C3.5 Mental illness – reducing stigma [PS, IS, CT]

* This chart is extracted from the complete Grade 9–12 Healthy Living Learning Summary chart on pages 204–205. The topics are listed on the left, and the focus of each expectation is summarized briefly, to give teachers a quick overview of the strand.

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.

SPECIFIC EXPECTATIONS

C1. Understanding Health Concepts

By the end of this course, students will:

Healthy Eating

- C1.1** describe the impact of various diseases and health conditions (e.g., Crohn’s disease, celiac disease, diabetes, cancer, anemia, allergies and food sensitivities, vitamin deficiency) on nutrient requirements, food choices, and meal planning

Teacher prompt: “How can different diseases affect what you choose to eat? For example, how does Type 1 diabetes affect a person’s food intake?”

Student: “People with Type 1 diabetes have to manage their diets so that the amount of carbohydrates they consume, like sugar and starch, is in balance with the other nutrients that they need and their insulin levels. They also have to be careful about the size of the portions they eat and the timing of their meals. All of these factors are important for managing their insulin dosage and controlling their blood sugar.”

Personal Safety and Injury Prevention

- C1.2** identify behaviours and actions that can lead to adolescent injuries or death, and explain the factors that can influence adolescents to engage in or refrain from potentially harmful or dangerous behaviour [PS]

Teacher prompt: “Learning about taking risks is a natural part of youth development. One way to learn how to do so safely is to practise taking risks within a safe setting, where there are safety measures in place. Trying something like wall-climbing in a certified gym is an example of this. It’s also important to learn how to think about risks and make safe decisions. What might influence someone to engage in behaviour that involves a risk of harm to themselves or others? What are some things that can help you make safer decisions?”

Student: “You might do things that involve risk because of peer pressure, lack of knowledge, excessive competitiveness, the desire for status seeking, or impaired judgement as a result of alcohol or other substance use. Things that help you make safer decisions include education and training, having clear personal goals, and pre-planning what you might do when someone suggests taking part in an activity that could put you at risk. Peer influence can also be a positive factor if it prevents you from doing something unsafe.”

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Teacher prompt: “What are some examples of things you can do to stay safe in a variety of situations?”

Students: “Don’t drive while impaired; avoid street racing and stunt riding. Don’t drive a snowmobile on thin ice.” “Avoid binge drinking, drug use, or mixing substances (including energy drinks) with alcohol.” “Use protection if you are sexually active.” “Wear protective gear and be aware of safety when being physically active. Always report concussion symptoms.” “If you are getting a tattoo or piercing, check for hygiene and safety. Use sun protection, don’t stay out too long in the sun, and avoid tanning beds (which are illegal for people under 18).” “Always get adequate training and use protective equipment with potentially dangerous work.” “Carry and use proper medication for serious conditions like anaphylaxis or diabetes, and always take the correct dosage.”

- C1.3** describe warning signs for suicide, and identify sources of support that can help people who may be contemplating suicide [IS]*

Teacher prompt: “Signs that indicate someone may be contemplating suicide may include actual threats of suicide or talking/writing on social media about wanting to die, but these aren’t the only possible signs. Look for major changes in behaviour, mood, or appearance, especially signs of sadness or withdrawal, loss of interest in previously enjoyed activities, excessive use of drugs or alcohol, and planning for death by giving away possessions. All suicidal thoughts or threats must be taken seriously, as should any behaviour that is out of character. If you think that someone you know is contemplating suicide or could become suicidal, the best thing you can do is help them get help. Whom can you contact for help?”

Student: “Share your concerns with a trusted and responsible adult, such as a parent, a teacher, or an elder, who can help the person get counselling. The telephone help line at your local distress centre can put you in touch immediately with a trained volunteer, who can provide advice and information about where to get professional support. Hospitals, local health units, doctors, and nurses can also provide help. If someone tells you they are thinking of suicide, don’t promise to keep it a secret. Let them know that you will consider this information confidential, but you will tell a responsible adult who can help them.”

Human Development and Sexual Health

- C1.4** demonstrate an understanding of a variety of mental illnesses and addictions (*e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions*), their causes and manifestations, and their effects on personal health and well-being (*e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness*)

Teacher prompt: “Mental illnesses involve disturbances in thoughts and emotions that decrease a person’s capacity to cope with the routine challenges of everyday life. We don’t know for sure what causes mental illness, but studies suggest that a mixture of factors, such as age, sex, genetic background, stresses related to one’s personal environment and experiences, and chronic illness, affect a person’s susceptibility to different kinds of mental illness. All of us are vulnerable to mental health problems, and the state of our mental health, at any given time, can lie anywhere along a line between well and less well.”

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Teacher prompt: “The first signs of mental illness often appear between the ages of 15 and 30. Mental illnesses require an assessment and diagnosis by a physician, and most can be treated successfully. It is important for a person with warning signs to get help early. What are some possible warning signs?”

Students: “The warning signs of mental illness differ with the illness and may also differ among individuals. Someone with schizophrenia may have delusions or hallucinations. Someone with an anxiety disorder might have thoughts or ideas that cause them significant anxiety and stress. Someone with a compulsive disorder may engage in repeated behaviours or mental acts to reduce anxiety. Someone with an eating disorder may refuse to eat, go on eating binges, or combine binges with fasting or purging.” “Unhealthy weight control practices such as crash dieting are often associated with having a distorted body image and can lead to serious eating disorders such as bulimia.”

* Discussions about mental health and suicide should be approached with caution and sensitivity. See pages 5, 39–40, and 42–43 for further information.

C2. Making Healthy Choices

By the end of this course, students will:

Personal Safety and Injury Prevention

- C2.1** describe behaviours and strategies (*e.g., thinking before acting, making independent decisions, using workplace safety checklists, wearing protective gear, investigating legal requirements, following guidelines, planning before making decisions, using communications skills to sustain respectful and responsible relationships, using refusal and assertiveness skills to question and refuse to participate in unsafe situations, supporting peers in making safer decisions*) that can be applied to make safer choices in a variety of situations and settings (*e.g., at school, at home, in the workplace, in the community*) and reduce the risk of personal injury or death [PS, IS, CT]

Substance Use, Addictions, and Related Behaviours

- C2.2** apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (*e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression*) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]

Teacher prompt: “What are some of the physical and mental health risks associated with the use of both prescription and over-the-counter drugs? What precautions should we observe when using these drugs?”

Students: “All medications (including vitamins, supplements, diet pills, natural health products, and painkillers) can be dangerous if they are not used according to instructions. Narcotic painkillers, in particular, are often misused as recreational drugs or to relieve feelings of depression. Using these drugs for longer than recommended could lead to addiction. Taking more than the recommended dose could result in respiratory failure, organ damage, or death.” “Prescription drugs can sometimes have harmful physical and mental side-effects. Drugs used to treat mental illnesses, for example, can be ineffective or cause other mental health problems if taken incorrectly. Finding the right medications and the correct dosage can be complicated, so the use of prescription drugs needs to be monitored by a doctor, and patients shouldn’t make changes on their own.”

Human Development and Sexual Health

- C2.3** describe how their understanding of factors that affect reproductive and sexual health (*e.g., environmental factors, genetics, injuries, disabilities, hormonal levels, nutrition, substance use, sexually transmitted infections*) and their knowledge of proactive health measures and supports (*e.g., measures such as breast and testicular examinations, Pap tests, regular medical check-ups, stress management techniques, genetic testing; supports such as trusted adults, local clinics, a local public health unit, a nurse practitioner/doctor*) can be applied to avoid or minimize illness [PS, CT]

Teacher prompt: “Reproductive and sexual health problems can be harmful to other aspects of your health and impair your ability to enjoy a sexual relationship. Reproductive and sexual health is influenced by many factors, including age, genetics, use of medicines, chemicals in the environment, and lifestyle. What can you do to stay healthy from a sexual and reproductive point of view?”

Student: “Anything you do to stay healthy in general – such as eating well, sleeping well, reducing stress, and taking all things in moderation – will also benefit your reproductive and sexual health. Have regular medical check-ups, including breast and testicular examinations, Pap tests, and STI tests if you are sexually active with new partners. It’s especially

important to avoid unprotected sex, since a sexually transmitted infection could do long-term damage to your reproductive and sexual health. Thinking ahead, using your knowledge of sexual health and safety, will help you consider all the health implications of being sexually active.”

C3. Making Connections for Healthy Living

By the end of this course, students will:

Healthy Eating

- C3.1** identify current issues that involve food either directly or indirectly (*e.g., issues involving food safety or quality, such as pesticide use, genetic modification of crops, the sale of non-pasteurized milk products; issues involving food marketing and advertising; environmental issues, such as climate change, packaging and waste reduction, water pollution, biodiversity, long-range transportation of food; issues involving agricultural practices, such as humane treatment of animals, labour and trading practices*), and explain how healthy eating choices are related to these issues [CT]

Teacher prompt: “Issues related to food are often in the news. Let’s think about two of them. One involves the influence of the media and advertising on our values and behaviour; the other concerns the genetic modification of food crops. How might these issues be related to food choices? Do people’s choices have an effect on these issues? How might these issues affect someone’s choices?”

Students: “A lot of food marketing is aimed at children and teens. Advertisers link their products to our interests and desires through things like event sponsorships, celebrity promotions, lifestyle ads, and product placements in movies. Although many of these products are not healthy, advertisers try to tempt us to buy them by making them look cool. Unrealistic body ideals in the media can also influence our eating habits. However, if people think critically about these influences, they can make healthier choices. They can also let businesses know that they will only purchase healthy food products.” “Some foods in Canada now come from genetically modified crops. Some people worry that genetic modification could be harmful to biodiversity or human health, while others believe that it is essential to maintaining the current food supply. Current regulations do not require genetically modified ingredients in food to be identified on the product label. Some people feel this information should be included so that people can make an informed decision about whether to buy the product.”

Personal Safety and Injury Prevention

- C3.2** describe the social and financial impacts (*e.g. medical costs, costs of emergency services, risk to emergency workers, emotional trauma for friends and family*) of behaviours and actions that can lead to injury or harm, and describe ways of promoting behaviours that reduce adolescent injuries or deaths [IS, CT]

Teacher prompt: “Give examples of how you could promote behaviours that could reduce the chances of injuries among people in your age group.”

Students: “Both at school and elsewhere, we can encourage others to make decisions that keep them safe. We can also be role models by taking responsibility for our own actions.” “We could have an assembly about safety to promote things like thinking first, wearing proper safety equipment, and being careful when driving or working with machinery.” “We could have students attend a safe prom workshop, led by students and health professionals, to address things like binge drinking, drinking and driving, dating violence, and alcohol poisoning.” “When we’re working at our part-time jobs, we could ask for safety training and information.”

Substance Use, Addictions, and Related Behaviours

C3.3 describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person’s risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]

Teacher prompt: “Why is it important to get help to deal with problems related to substance use or addictive behaviours?”

Student: “Problems related to substance abuse or addictive behaviours are complicated and not easy to solve. Having emotional support and professional advice can ease the stress of dealing with the problems and give you a much better chance of solving them.”

Human Development and Sexual Health

C3.4 describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]

Teacher prompt: “What could you do to help yourself or someone else get through a stressful situation?”

Students: “The strategy depends on the situation. To manage your own stress, it can help to express feelings and allow emotions to flow by talking or keeping a journal. Keep up your energy by eating and sleeping well, avoiding drugs and alcohol, and being physically active. When dealing with severe stress, be more careful when engaged in activities, like driving, that require your full attention, postpone making major life decisions if you can, and consider getting counselling or joining a support group.” “To help someone who is dealing with a situation such as the loss of a loved one, make yourself available to them, listen to them, and acknowledge their sorrow. Encourage them to talk about the loss and their memories, to take care of their physical and mental health, and to stay involved in social activities. Gently suggest that they go for further help if necessary.”

C3.5 describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT]

Teacher prompt: “Embarrassment and the fear of being labelled often prevent people from seeking help for mental illness. What can we, as individuals and as a community, do to reduce the stigma associated with mental illness and make it easier for people to get help?”

Students: “We can be more aware of our own attitudes and judgements and try to ‘walk in the shoes’ of a person who is stigmatized.” “We can be more sensitive in our use of language. Instead of talking about ‘a schizophrenic’, we can refer to ‘a person with schizophrenia’. We can challenge myths and stereotypes, and we can support those we know who are coping with mental illness.” “We can encourage the media to educate people about how common mental illness is and how treatment can help people return to a regular life. Getting people to accept the existence of mental illness and to talk about it will do a lot to increase understanding and reduce stigma. We need to hear about success stories and stories that provide hope.” “We need to make sure that our mental health services are adequate and that people know about them. Publicizing these services would increase awareness that mental illness could affect anyone, and it would also let people with mental illnesses know that they have places to go where they will be received with understanding.”

Healthy Active Living Education, Grade 12

Open

PPL40

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

***Note:** Courses for Grade 12 Healthy Active Living Education must address all of the expectations in the curriculum. However, focus courses centred around a particular group of physical activities may be used as the vehicle through which students will attain the expectations.*

The possible groupings for Grade 12 focus courses and their corresponding course codes are:

- *Healthy Living and Personal and Fitness Activities – PAF40*
- *Healthy Living and Large-Group Activities – PAL40*
- *Healthy Living and Individual and Small-Group Activities – PAI40*
- *Healthy Living and Aquatic Activities – PAQ40*
- *Healthy Living and Rhythm and Movement Activities – PAR40*
- *Healthy Living and Outdoor Activities – PAD40*

For more information about the delivery of such courses, see pages 20–21.

LIVING SKILLS



Student learning related to the Living Skills expectations takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and should be assessed and evaluated within these contexts.

OVERALL EXPECTATION

By the end of this course, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

SPECIFIC EXPECTATIONS

1. Living Skills

By the end of this course, students will:

Personal Skills (PS)*

- 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** explain how doing a self-inventory related to lifelong wellness and active living will help to determine priorities to be addressed in the development of their fitness and physical activity plans; **Movement Competence:** monitor improvements in their body control while participating in various locomotor and stability activities; **Healthy Living:** explain how having a good understanding of their personal needs in terms of nutrition, budget, and daily routines can be helpful when planning for healthy eating)
- 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; **Movement Competence:** try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; **Healthy Living:** explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own)

* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 25–29 for a discussion of living skills.)

Interpersonal Skills (IS)*

- 1.3** communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** *communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; **Movement Competence:** communicate effectively with a partner or teammate to increase their chances of success in various physical activities; **Healthy Living:** explain how clear and open communication can contribute to the stability of a relationship as it changes)*)

Teacher prompt: “A successful curling shot depends on effective communication among the skip, the thrower, and the sweepers. The sweepers and the thrower must confirm that they all understand where the shot is to go before it is delivered. Once the rock is released, the communication from the skip has to be clear and simple, which is why it’s important to know and use routine sweep calls, such as *hurry, light, heavy, line, and room*. The skip calls the line – the intended direction of the shot. The sweepers call out the weight – how fast the rock is going and where they think it will stop. The constant exchange of information allows the skip to give directions to the sweepers so that they can make the rock stop as close to the intended destination as possible.”

- 1.4** apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., **Active Living:** *demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; **Movement Competence:** apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; **Healthy Living:** explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships)*)

Critical and Creative Thinking (CT)*

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., **Active Living:** *identify recreational facilities that are available in their community, and assess their suitability for supporting participation in activities outside of school; **Movement Competence:** plan strategies that can be used to improve success in a variety of individual activities, such as pacing while doing a fitness circuit, drafting to conserve energy while running or cycling, planning a path while bouldering; **Healthy Living:** describe various ways of responding to harassment and abuse locally and internationally and assess their effectiveness)*)

A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of this course, students will:

- A1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;
- A2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

A1. Active Participation

By the end of this course, students will:

- A1.1** actively participate in physical activities (*e.g., being appropriately prepared and equipped to participate in the activity, being engaged in the activity, striving to do their personal best, adapting to challenges when exploring new activities, monitoring their progress and successes in order to boost their confidence and increase their willingness to try new activities*) in a variety of settings, choosing from a wide and varied range of activities (*e.g., individual activities, small- and large-group activities, outdoor pursuits, recreational and leisure activities*) [PS, IS]

Teacher prompt: “Monitoring your progress helps you develop your skills, take advantage of feedback from others, and set new goals. How does this affect your participation in physical activities?”

Student: “Seeing my progress boosts my confidence and enjoyment. Knowing I am capable makes it more likely that I will continue to participate in activities that I am good at, and I will also be more willing to try new activities.”

- A1.2** describe physical activity facilities that are available and accessible to a wide range of users in their local community (*e.g., fitness facilities, recreation centres and rinks, ski/snowboarding centres, hiking trails, rock- and wall-climbing sites and facilities*), and assess the potential of these facilities to support lifelong participation in physical activity (*e.g., with respect to criteria such as enjoyment; accessibility; opportunities for social interaction; accommodation of social and cultural needs; and availability and affordability of programs for all ages, interests, and abilities*) [PS, CT]

Teacher prompt: “What do we mean by accessibility, and how does it support lifelong participation?”

Student: “An accessible facility is one that all people, including those with disabilities, are able to use. An accessible facility is also one that’s affordable and in a location that people can get to easily. A ski hill that is served by a bus is accessible for people without a car. A pool with a raised bottom and support railings is accessible for young children or for someone who has paralysis or limited mobility. Free programs at community recreation centres are accessible for people on a limited budget. Facilities that are accessible support lifelong participation by enabling everyone to be active.”

- A1.3** demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities (*e.g., give constructive feedback; maintain positive peer relationships when working in groups by understanding their role in the group, listening to each other, and encouraging each other; deal immediately with any conflict that arises in order to keep functioning effectively as a group; plan and lead in-class activities; participate in peer coaching; officiate games*) [PS, IS, CT]

A2. Physical Fitness

By the end of this course, students will:

- A2.1** participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes (*e.g., continuous moving in low-organization games, in-line skating, ice skating*) [PS]

Teacher prompt: “We are doing moderate to vigorous physical activity for a minimum of twenty minutes. Why twenty minutes? Is that amount of activity enough to maintain health?”

Student: “Twenty minutes is a good start because sustaining activity without getting too tired is a sign of a good level of fitness, but we need more activity than that in our day. The Canadian Physical Activity Guidelines for Youth recommend at least sixty minutes of moderate to vigorous physical activity every day for our age group, including at least three days with vigorous activity. Also, the Canadian Sedentary Behaviour Guidelines advise teenagers to minimize the amount of time they spend being sedentary each day.”

- A2.2** evaluate the effectiveness of various physical activity and fitness programs, approaches, and types of fitness equipment for achieving specific personal physical activity and fitness goals (*e.g., popular fitness programs; different types of fitness classes; training methods, such as aerobic, resistance, or flexibility training; individual or group activities; different types of cardio, stability, and strength equipment*) [PS, CT]

Teacher prompt: “What are your criteria for choosing fitness programs or equipment? What has determined your choice of the programs, approaches, or type of equipment that you are using to achieve your fitness goals?”

Students: “The programs or approaches I use should not only produce the results I want but also motivate me to keep exercising, so they should be based on my needs, goals, and priorities. For example, when it comes to toning and stretching muscles, I prefer doing Pilates. Pilates is an effective way to build flexibility, strength, endurance, and coordination without adding muscle bulk. I like variety, so I prefer doing a lot of exercises with few repetitions to doing a few exercises with lots of repetitions. In addition, now that I’ve learned how to do these exercises properly, I can do them on my own. I find it a good way to relax.” “I prefer the elliptical machine to the treadmill because I can use both my arms and legs to get a better overall workout. Compared to the treadmill, which requires your body to absorb the force of walking or running, the elliptical machine is quite low impact and easier on the joints. Your feet never leave the pedals, so there is less risk of injury to the back, knees, hips, or ankles. It’s like running in midair. Because elliptical machines work the upper and lower body at the same time, your heart rate climbs faster and you use more energy in less time.”

- A2.3** assess their level of health-related fitness and monitor changes related to their personal fitness and activity goals [PS, CT]

A2.4 develop, implement, and revise a plan that will help them achieve individual health-related fitness and physical activity goals related to lifelong wellness and active living and that incorporates strategies to help them remain active now and in the future (*e.g., make physical activity a part of their social lives by joining a physical activity or sports club; look for fitness programs that are affordable, accessible, and suited to their needs, such as drop-in programs at local schools or recreation centres; limit sedentary behaviour and set aside at least thirty minutes per day for active recreation with friends; look for small openings in their daily schedules that can be filled with some kind of physical activity; be persistent and get back on schedule after interruptions*) [PS, CT]

Teacher prompt: “You may have lots of physical activity in your life right now, but as your life circumstances change, you may find it harder to remain committed to your physical activity and fitness plan. What might make it more difficult to continue with your present plan? What are some strategies that you can use to maintain your commitment to physical activity?”

Students: “Your commitment to your physical activity and fitness plan may falter for many different reasons, such as illness, heavy stress in school, new work schedules, or leaving high school. Or your plan may change, as you decide to pursue a different goal. It’s a good idea to anticipate and prepare as best as possible for these potential situations. That will make it easier for you to adapt to them if they come up.” “In high school, I have enjoyed being active because there is a wide variety of programs, clubs, and teams to choose from, and the facilities are right in the school or in community recreational centres. I will be leaving school and moving to a new community next year. My plan includes looking into what kinds of opportunities exist there for hiking, martial arts, and other fitness activities I enjoy, and how much they cost.”

A3. Safety

By the end of this course, students will:

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others (*e.g., making sure they and others are ready before beginning activities, such as wall climbing or rope activities, that require partners or spotters; assessing the safety of the equipment and reporting concerns to the instructor*) in a variety of physical activity settings (*e.g., gym, fitness room, field, hiking and snow trails, ski hill, ice rink, pool, lake, recreational facilities, bicycle lanes*) [PS, IS, CT]

Teacher prompt: “You have just done a facility check of the fitness room. What did you find?”

Student: “There were some free weights on the floor, so we put them back on the rack. We noticed that one of the cables was starting to fray. Could you please come and look at it?”

A3.2 assess the suitability and availability within and outside the local community of resources, agencies, and services that can be used to provide assistance in emergency situations associated with physical activity (*e.g., identify emergency support needs for different kinds of activities, such as athletic events at school or hiking and canoe trips in remote areas; identify resources, agencies, and services that can meet these needs and determine their availability; compare similar services to determine which ones are best suited to meet particular needs*) [CT]

Teacher prompt: “Different resources and services are available in different communities to provide assistance in emergencies. What is available in our community?”

Student: “Our community does not have a hospital, but treatment is available at the local clinic and, if necessary, people can be transported to a hospital in a larger centre. In emergencies we can use the 9-1-1 service and medical advice is always available on the phone from Telehealth Ontario. For special events like a triathlon, a track meet, or the Terry Fox Run, it’s possible to hire police or emergency services and have them available on-site.”

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

SPECIFIC EXPECTATIONS

B1. Movement Skills and Concepts

By the end of this course, students will:

- B1.1** perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli (e.g., *execute activities with control during a fitness circuit; maintain balance during a sequence of movements in an aerobic routine or during a wall climb*) [PS, IS, CT]

Teacher prompt: “How can you adjust the activities during the fitness circuit or aerobic routine to either increase or decrease the strenuousness of the workout while still being able to move with control?”

Student: “You can change the tempo of movement or the type of movement. For example, you can change from walking to skipping to leaping. You can also increase or decrease the tension on any equipment you are using. As you change the tempo or the type of movement, you need to make sure that you do so in a smooth rhythm so that you can maintain your balance.”

- B1.2** perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli (e.g., *move to intercept an object in a territory game; draw close to the target in a target game*) [PS, IS, CT]

Teacher prompt: “Give some examples of how travelling differs in net/wall games, striking/fielding games, and territory games. Are there any similarities? Are there also differences in sending methods? What do effective sending skills have in common in all of these game categories?”

Students: “These games require very different ways of travelling. But within each category of games, the movement skills are very similar. You move side to side and up and back in tennis and volleyball, as you do in sepak takraw. You sprint in cricket, as you do in baseball, and you dodge and deke in football and hockey, as you do in ultimate.” “The sending methods also differ from one category to another. We use a forehand stroke in tennis, we strike a ball with a bat in cricket, and we pass in broomball. However, the same principles apply to sending in any of these game categories: you need to start in a ready position, keep your eyes on the object as you make contact with it, continue to swing in the direction of the hit, and then get ready for the next action.”

- B1.3** demonstrate an understanding of the phases of movement (*e.g., preparation, execution, follow-through*) and apply this understanding to refine skills as they participate in a variety of physical activities, with an emphasis on individual and lifelong activities [PS, CT]

Teacher prompt: “Although many different types of shots are used in tennis, all of them have a preparation phase (the backswing), an execution phase (the forward swing and moment of contact between the ball and the racquet), and a follow-through phase (the forward swing of the racquet after contact). What should you keep in mind during each of these phases of movement to develop a better forehand stroke as a beginner?”

Student: “During the preparation phase it’s important to have a proper grip, a balanced stance, and your shoulders turned so that your racquet is pointed behind you. During the execution phase, you need to keep your eyes on the ball until the racquet makes contact with it. During the follow-through, your racquet continues to move forward through the line of the ball. In all phases, including the follow-through, maintaining proper balance is key to your success.”

- B1.4** apply appropriate movement principles* in order to refine skills in a variety of physical activities (*e.g., put spin on a ball in tennis or golf to impart angular motion*) [PS, CT]

Teacher prompt: “What movement principle could you apply to refine your swimming stroke?”

Student: “I could apply the law of reaction. When your hand travels downward in the water and then backwards, an equal and opposite reaction is created that propels you forward and helps to keep you afloat. To get the maximum forward thrust in the front crawl, for example, your hand should enter the water ahead of your shoulders and you should reach forward and down. As you draw your hand back, you should push against the water. You should continue your stroke as far back as possible, with your hand leaving the water at about the middle of your thigh.”

B2. Movement Strategies

By the end of this course, students will:

- B2.1** demonstrate an understanding of the components of a range of physical activities (*e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a number of diverse physical activities, suited to their individual interests and abilities, in a variety of indoor and outdoor environments (*e.g., gym, fitness room, ice rink, pool, park, recreational facilities, hiking and snow trails, bicycle lanes*) [PS, IS, CT]

Teacher prompt: “Choose a skill that you used in our dance and fitness classes. How might you use that skill in another activity?”

Students: “We worked on developing both balance and core strength during those classes. I am interested in trying wall climbing, and I think those balance and strength skills will be really helpful. So will the warm-up and stretching exercises we learned, because climbers work many muscle groups and position their limbs in ways that are not used in daily life. Stretching and warming up helps the joints, ligaments, and muscles move more easily and makes it easier for you to hold these positions longer.” “Balance and core strength are also important in mountain biking. Improving those skills in dance and fitness classes has helped me perform better on the tougher biking trails.”

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Teacher prompts: “Of all the activities you have experienced in class, which do you like best? In terms of their components, what do these activities have in common? How would this knowledge affect your choice of activities in the future?” “Pick an activity that you

* See pages 34–35 for background information and a description of movement principles.

like doing, and explain how you would teach this to someone else. What are the essential components of this activity that your student should know? Which ones would you teach first, and how?"

- B2.2** apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities, including individual activities, sports, and/or recreational activities (e.g., **individual activities:** draft to conserve energy when cycling or wheelchair racing; **target activities:** take the last shot in curling, when there is a choice, to achieve an offensive advantage; **net/wall activities:** split the court in badminton or tennis with a partner to improve offensive and defensive coverage; **striking/fielding activities:** hit the ball behind a runner to improve the runner's chances of advancing to the next base; **territory activities:** cover the angles when protecting a goal) [PS, IS, CT]

Teacher prompts: "In goal ball, which is a game played by people who are visually impaired, how does communicating effectively help with the transition from offence to defence and vice versa?" "Consider how a strategy that you use within one game category can be applied to another game within that category. Can a strategy that you use in an individual or recreational activity be applied to another, similar activity?"

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Teacher prompt: "What solutions can you apply to cover space effectively in net/wall games? In striking/fielding games? In territorial games? What are some of the similarities and differences between these categories in the way that players cover space?"

Students: "In net/wall games, you have to shift either forward and back or side to side. When playing with a partner in games such as badminton and tennis, you decide who is responsible for each area of the court, but you still need to communicate and work with your partner to make sure as much of the court as possible is covered." "In striking/fielding games, you are responsible for covering a certain area, but you need to communicate with your teammates when the ball enters an area that can be covered by more than one player." "In territorial games, you are always shifting, but you have a choice between defending against a specific player or defending a zone, in which case you defend against any opposing player who enters the zone. In either case you still need to communicate and work with your teammates to cover the space." "In all the activities, you are conscious of making sure that the space is guarded in order to prevent scoring."

- B2.3** explain how developing personal competence in physical activities can increase confidence and encourage lifelong participation in physical activities [PS, CT]

Teacher prompt: "Have the activities we participated in during class inspired you to continue taking part in these or other activities after you leave school? Does the knowledge of skills and strategies that you have acquired give you the confidence to continue participating in these activities?"

Students: "I'm thinking about joining a league to play ultimate/sledge hockey. I really enjoyed playing it in class." "As a First Nation student, I wanted to participate in an activity connected to my cultural heritage. I joined a lacrosse league in our community. I needed to learn some basic lacrosse skills before I felt comfortable signing up for the league. The game strategies for lacrosse are similar to soccer and basketball. That made it easy to get a sense of how to play the game. Through lacrosse, I found out about the North American Indigenous Games, which are held every three years. My goal is to make the Ontario team and go to the next games. I could also play soccer or try for the canoeing team if lacrosse doesn't work out for me, because these and many other sports are included in the games." "Having learned many different types of activities in class, I now feel confident enough to invite family and friends to go to the park to play modified versions of games such as cricket, touch football, and ultimate disc." "I liked the activities that got us outside. I now know I can be active by doing simple things I enjoy – walking, hiking, cycling, and just exploring the community around me."

C. HEALTHY LIVING

Healthy Living Learning Summary for Grade 12: Key Topics*			
Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Healthy Eating		C2.1 Making healthy eating decisions in different contexts [PS, CT]	C3.1 Personal circumstances and healthy eating [CT]
Personal Safety and Injury Prevention	C1.1 Harassment, violence, abuse – effects, legal implications, and responses [IS, CT]	C2.2 Using living skills and supports to reduce vulnerability to harassment, violence, abuse [PS, IS, CT]	C3.2 Harassment, violence, abuse in local and global contexts – resources, supports, and responses [IS, CT]
Substance Use, Addictions, and Related Behaviours	C1.2 Consequences of substance misuse – short-term, long-term, legal [CT]	C2.3 Developing resilience, making healthy choices [PS, IS, CT]	C3.3 Local and international trends and issues [CT]
Human Development and Sexual Health	C1.3 Skills and strategies for evolving relationships [PS, IS, CT]	C2.4 Identifying personal aptitudes and interests; developing life plans [PS] C2.5 Maintaining health and well-being when independent [PS, CT]	C3.4 Bias and stereotyping in media portrayal of relationships [CT]

* This chart is extracted from the complete Grade 9–12 Healthy Living Learning Summary chart on pages 204–205. The topics are listed on the left, and the focus of each expectation is summarized briefly, to give teachers a quick overview of the strand.

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

SPECIFIC EXPECTATIONS

C1. Understanding Health Concepts

By the end of this course, students will:

Personal Safety and Injury Prevention

- C1.1** demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (*e.g., physical, psychological, social, sexual*) in different relationships and settings (*e.g., peer, family, intimate, workplace, community, online*) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT]

Teacher prompt: “Harassment, violence, and abuse can take many different forms and occur in many different situations and settings. Stalking, sexual assault, abuse within a family, extortion, workplace harassment, and cyber-bullying are a few well-known examples. How might the individuals involved be affected in some of these situations?”

Students: “The effects will depend on the situation and the severity of the abuse and will also be different for the perpetrator, the person targeted, and the bystanders. Someone in a dating or domestic relationship, for example, could experience physical, sexual, verbal, emotional, or economic abuse, and the abuse may occur at different intervals and with varying degrees of severity – all of which would have different effects. Abuse is often harmful to a person’s self-esteem and can lead to depression and anxiety, all of which harm a person’s ability to function in society.” “Perpetrators of domestic violence could face legal sanctions, such as fines, imprisonment, or restrictions on their activities. They might also be required to take part in re-education programs offered through corrections, social services, or health agencies.” “Witnessing harassment, violence, or abuse can have an impact on people, even if they are not directly targeted. Some situations could be deeply traumatizing. Witnesses may be left with recurring fears or a sense of guilt for not intervening.”

Substance Use, Addictions, and Related Behaviours

- C1.2** describe both the short-term and long-term consequences of substance misuse, including legal consequences [CT]

Teacher prompt: “Substance misuse – the use of substances in ways that are illegal or not recommended medically – can have both short- and long-term consequences. Short-term consequences include things like temporary illness, hangovers, injuries resulting from irresponsible behaviour, and violence. What are some of the possible longer-term consequences?”

Students: “Possessing or taking illegal substances, underage drinking, and drinking and driving could all leave you with a criminal record. Driving offences could also raise your insurance costs.” “The use of some steroids and performance-enhancing drugs can have short-term effects like building muscles and speeding muscle recovery but can also have serious long-term effects, including drug dependence, hormonal changes, acne, increased aggression, and, in some cases, sterility or even death. There could also be legal penalties for using some of these substances.” “Drunkenness is sometimes a factor in sexual assaults. It is illegal to have sexual contact with someone who has not consented or who is unconscious or too impaired to give voluntary consent. Someone who is drunk may ignore the consequences and end up in jail.” “Substance use impairs your judgement, and that can lead to actions you may regret later. For example, a photo of you doing something illegal or embarrassing while drunk or high may get posted online. If it’s found by an employer, it could harm your career prospects.” “Drinking or drug use that results in the injury or death of another person could leave you with feelings of guilt for the rest of your life. You could be charged and could serve jail time.” “Over the longer term, substance *misuse* can

lead to addiction and the more serious problem of substance *abuse*, which can result in the breakdown of family and social relationships, job loss, financial strain, homelessness, permanent health damage, or even accidental death or suicide.”

Human Development and Sexual Health

- C1.3** demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (*e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies*) [PS, IS, CT]

Teacher prompt: “A couple may date without having a sexual component in their relationship, but over time the relationship may become more intimate. If that happens, the couple will have to make decisions about sexual activity. What should be discussed, and what is required for a couple to discuss sexual intimacy in their relationship?”

Student: “It can be hard to talk about sexuality, but it’s important for each partner to know what the other thinks and values so they can both agree on what is pleasurable and on how they will avoid unintended pregnancy or STIs. This kind of discussion requires open communication, mutual respect, and trust. If you’re not comfortable talking about sex with your partner, you shouldn’t be having sex.”

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Teacher prompt: “In a relationship, it is important to try to balance time for each other with time for school, jobs, family, friends, other interests, and doing things independently. Differences in opinions, values, and priorities need to be acknowledged and reconciled. Conflicts can occur. What type of skills and strategies might be needed to deal with such matters as the relationship matures?”

Student: “In healthy relationships, the rights of both partners to have their own feelings, friends, activities, and opinions is respected. It’s also important for partners to be able to communicate their priorities, goals, and interests and to accept differences and changes in these without feeling threatened. As problems arise, it’s essential to talk things through in a calm manner, using good communication skills, such as listening carefully to each other, and avoiding making assumptions or judgements.”

C2. Making Healthy Choices

By the end of this course, students will:

Healthy Eating

- C2.1** demonstrate the ability to make healthy eating decisions that take into account their personal requirements and resources (*e.g., nutritional needs, personal likes, ethical and environmental values, budget, time available to shop and cook, access to different kinds of foods*) in a variety of situations that they may encounter now and in the future (*e.g., camping, living on their own, sharing accommodations*) [PS, CT]

Teacher prompt: “What should you consider when buying food for a camping trip?”

Student: “For camping, I would need to consider such things as how much food I would need, how much I could carry, the type of food I would need to meet my energy requirements, the kind of cooking facilities I would have access to, the utensils I would need, how long I could safely keep perishable foods without refrigeration, and where I could get more food if I’m on a longer trip.”

Personal Safety and Injury Prevention

C2.2 describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT]

Teacher prompt: “How can a person respond to being bullied or harassed?”

Student: “If you’re being bullied or harassed in person or online, you need to know that being targeted is not your fault, and that no one deserves to be bullied. If you’re able to, be assertive, tell the harasser that you do not like the harassment and insist that it stop. You can also talk to others who may be having the same experience. Record all the details of any incidents, including dates, times, and names of witnesses. If the harassment or bullying persists, it is important to get help from a source that fits your needs. The situation could require the involvement of a person in authority who could intervene as needed to help resolve the situation. That person could also provide unbiased mediation or impose restorative justice to settle the complaint.”

Substance Use, Addictions, and Related Behaviours

C2.3 describe how coping and interpersonal skills and their knowledge of personal protective and risk factors can be used to develop resilience and enhance their ability to make healthy choices, including the avoidance of substance use and addictive behaviours [PS, IS, CT]

Teacher prompt: “Thinking about your own skills and personal circumstances can help you identify the risk or protective factors affecting you. Some of these can’t be changed easily, but some can. What are some things you can do to diminish the risk factors and enhance the protective factors that have an impact on you?”

Student: “Finding a more supportive environment that includes a trusted adult and responsible friends, engaging in activities that reduce stress and increase self-esteem, eating well, getting enough sleep, being active, and setting personal goals can be a start. Developing your interpersonal skills can help you communicate verbally, physically, and in writing with far more confidence and assurance, increase your ability to get along with people, and help you resolve conflict peacefully. Working to keep your marks up and stay in school will give you the skills needed to make positive, healthy choices and have a more rewarding life.”

Human Development and Sexual Health

C2.4 identify their personal aptitudes and interests, and describe how this knowledge can be applied to the development of goals and life plans [PS]

Teacher prompt: “Why is it a good thing to have goals and a plan to achieve them? How does knowing your aptitudes and interests help you set goals? How will you determine whether your goals are realistic?”

Students: “Setting goals will help me focus on what I want to accomplish. Having a plan will help me achieve them.” “When setting goals, I need to consider what I want to achieve with respect to my education, career, finances, physical activity or athletic pursuits, and other things. Knowing what I’m good at and what I like doing will help me focus on those things that I’m most likely to be successful at. I can then pick a few goals I really want to achieve and be more confident that they are realistic.” “To ensure that my goals are realistic, I should ask myself if I have, or can get, the skills, knowledge, and resources that I will need to achieve them. I should think about any obstacles that are likely to arise and whether I can overcome them. I must also think about whether my conclusions are based on realistic assumptions.”

- C2.5** identify the skills and resources that they will need to maintain their personal health and well-being as they become more independent (e.g., *budgeting and time-management skills, interpersonal skills, cooking and meal-planning skills, recreational and leisure opportunities, access to health care and other supports*) [PS, CT]

Teacher prompt: “While living on your own, you may still need emotional support and advice to help you deal with any difficulties that develop. What do you need to know in order to determine what kind of support you will need?”

Student: “To make the best choices, I need to know myself well and know what I need to do to take care of myself physically, mentally, socially, and emotionally. For example, if family support is important to me, I could plan to live near my family or connect with them regularly by visiting, calling, or staying in touch online. If independence is important to me, I may not need that level of support, but I will need to know where to get help for different kinds of challenges that could arise.”

C3. Making Connections for Healthy Living

By the end of this course, students will:

Healthy Eating

- C3.1** assess the food requirements and available food choices of people in a variety of life situations (e.g., *the elderly, children, people with chronic diseases, women who are pregnant, families with low income, residents of remote northern communities, urban residents living in “food deserts” without ready access to fresh and local foods, shift workers, workers in sedentary occupations, individuals training to be elite athletes*), and describe the options available to them for maintaining a healthy diet [CT]

Teacher prompt: “People sometimes have to follow special diets because of certain health considerations. What are some of the adjustments that have to be made by people with celiac disease? What dietary considerations should a woman who plans to get pregnant keep in mind?”

Students: “Someone with celiac disease needs to follow a diet that is gluten-free. Gluten is found in several grains, but some grains, like rice, corn, and quinoa, are gluten-free and are good alternative sources of carbohydrates. Fruit, vegetables, and unprocessed meat and fish don’t contain gluten either.” “A woman who is planning to get pregnant needs to ensure that she is getting enough folate in her diet before she gets pregnant to reduce the chances of having a baby with a neural tube defect.”

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Teacher prompt: “Why might your dietary needs change at different life stages?”

Student: “As you get older some of your body’s nutritional needs will change, and you’ll have to change your diet accordingly. This may be because you’ve stopped growing, you have developed certain health conditions, your body’s ability to absorb or metabolize nutrients has changed, or your activity level has changed.”

Personal Safety and Injury Prevention

- C3.2** analyse the occurrence of harassment, violence, and abuse in relationships (e.g., *domestic, intimate, work-related*) in their community and around the world, and describe the resources and supports that are available and actions that can be taken to deal with these problems [IS, CT]

Teacher prompt: “Problems such as harassment or abuse in relationships happen all over the world. Provide examples of ways in which harassment and abuse might occur in a school setting, in our community, in other countries. How can we respond to harassment and abuse in our school or community? What is being done to deal with harassment and abuse in other parts of the world?”

Students: “Some common types of harassment and abuse in a school setting are sexual and gender-based harassment, racial or ethnocultural harassment, and bullying. Common forms of harassment and abuse in our community include abuse within families and workplace harassment. In some parts of the world, there are serious problems of abuse against women and children, and people can be persecuted for their political beliefs or because of their race, culture, gender expression, or sexual orientation.” “In school we can respond by starting programs to prevent bullying, building awareness among staff, students, and parents, providing counselling and support, and helping students develop skills and values that discourage harassment and create a more positive atmosphere.” “In our community there are programs for dealing with domestic abuse and violence. There are also laws against workplace harassment, and workers can take complaints to human rights councils.” “Around the world, human rights organizations help to expose social, political, and racial persecution by governments. Education and microfinancing programs are also helping to increase the independence of women and girls in developing countries and make them less vulnerable to harassment and abuse.”

Substance Use, Addictions, and Related Behaviours

C3.3 analyse local and international trends and issues relating to substance use and addictions (e.g., sale of contraband cigarettes and e-cigarettes; anti-smoking and anti-drug campaigns and associated declines in smoking rates and drug use over time; drug legalization in some countries; legalization of cannabis for medicinal purposes; drug-related criminal activity, including drug rings, gangs, prostitution; illegal gambling), and assess their impact on society [CT]

Teacher prompt: “There are major social, economic, and political issues associated with opium farming in other countries, but there are also important issues connected to tobacco growing in Ontario. What are the issues in each case? How are they similar? How are they different? What are their implications for each of the societies involved?”

Human Development and Sexual Health

C3.4 analyse the portrayal of different relationships in the media (e.g., movies, song lyrics, television, print media, Internet) with respect to bias and stereotyping, and describe how individuals can take action to encourage more realistic and inclusive messaging [CT]

Teacher prompt: “What are some examples of how the media portray different kinds of relationships in a biased or stereotyped way? Why do stereotypes and biases persist in the media?”

Students: “Couples in books, songs, movies, TV shows, and commercials are most often presented as being heterosexual, and both most often come from a single race or ethnic background. Young women are often shown in ways that emphasize their sexual attractiveness. Non-sexual attributes that might be attractive to a partner are often ignored or downplayed. We don’t often see people with physical or cognitive disabilities portrayed as sexual beings in the movies or other media. Many portrayals of gay couples still tend to show them in a humorous way or focus on the sexual aspects of the relationship rather than the relationship as a whole.” “Stereotypes and biases persist for several reasons, but one reason is that the mass entertainment media tend to reflect established attitudes rather than lead the way by changing attitudes. That may be because they are afraid of upsetting their audience or their sponsors.”

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Teacher prompt: “How can the media and popular culture play a positive role in challenging stereotypes and raising awareness of equity and social justice issues?”

Student: “Portraying society more realistically and reflecting its diversity more accurately could do a lot to change public attitudes.”

Teacher: “How could you persuade media producers to change the way they portray relationships?”

Student: “I could use my influence as a consumer, by choosing not to buy, read, or listen to material that presents unrealistic and harmful messages. I could also write to the companies that produce such material to express my opinion. I could raise awareness within the school by having discussions, putting up posters, or giving presentations about media stereotyping and its harmful effects. To reach even more people, I could use blogs and social media to get my message online. We need to stand up for the equality of all. As society becomes more informed and more accepting of all types of relationships, stereotyping will become less and less common, and discrimination and violence against those who are represented as different will not be accepted.”

Health for Life, Grade 11

College Preparation

PPZ3C

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

Prerequisite: None

A. DETERMINANTS OF HEALTH

OVERALL EXPECTATIONS

By the end of this course, students will:

- A1.** explain how personal factors and individual health practices or behaviours influence personal health;
- A2.** explain how social factors influence personal health;
- A3.** demonstrate an understanding of various environmental factors that influence personal health.

SPECIFIC EXPECTATIONS

A1. Personal Factors

By the end of this course, students will:

- A1.1** explain how heredity influences personal health (*e.g., determines body type, increases susceptibility of certain individuals to particular diseases or health problems*)

Teacher prompt: “Heredity is the passing of biological characteristics from one generation to the next. The genes that parents pass on to a child determine not only the colour of the child’s hair, skin, and eyes but numerous other aspects of its physical makeup as well. Genes control important processes in our cells. A variation in a gene may disturb these processes in a way that makes the body more susceptible to some diseases, such as asthma, diabetes, some types of cancer, and heart disease, or mental illnesses, such as bipolar disorder, depression, and schizophrenia. These varied forms of genes can also be passed from one generation to another. If there is a history of certain diseases in the families of either of your biological parents, you may have a greater risk of getting that disease. How can individuals who know that they have specific hereditary risks decrease their vulnerability to these risks and maintain good overall health?”

Student: “People who are aware of a family history of a certain disease may be able to make changes in their personal habits and make environmental adjustments that will help reduce their exposure or vulnerability to other factors that contribute to the disease. They can also ensure that they are tested regularly for signs of the disease, so that it can be treated at an early stage if it develops. However, some people, such as those who were adopted or placed in guardianship as small children, may not know their complete genetic history. For these people, as for everyone, the best defence is to make as many healthy choices as possible.”

- A1.2** demonstrate an understanding of resilience and its impact on personal health, and explain how personal factors (*e.g., ability to self-monitor, self-awareness, assertiveness, ability to solve problems, coping skills, empathy and compassion, sense of humour, good physical and mental health, having goals and aspirations*) contribute to the development of resilience

Teacher prompt: “Factors that build a strong foundation for physical, social, and mental development during childhood also contribute to the development of resilience. These include having strong bonds of attachment with capable and loving caregivers, mental stimulation, good nutrition, and physical activity. What are some other factors that could contribute to the development of resilience in childhood?”

Student: “Having opportunities to learn and practise personal, social, and critical thinking skills can help children adapt to new situations. Being given limits and structure can help them develop self-control. People who had these opportunities and structures when they were growing up tend to be more resilient than those who didn’t. However, some people who did not grow up in such an environment may still have strongly resilient personalities.”

- A1.3** explain how personal health practices, health knowledge, and healthy behaviours and attitudes contribute to the protection and improvement of an individual’s health

Teacher prompt: “Sound personal health practices, health knowledge, and healthy behaviours and attitudes will help you have a healthier life now and in the future. How?”

Students: “Following sound health practices, such as safer sex practices or having regular medical examinations, helps to prevent diseases or catch problems in their early stages when it’s easier to treat them.” “Taking care of our health is one of the best ways of coping with stress. Healthy eating and getting enough sleep give us the energy and stamina that we need to cope with difficulties. Physical activity builds fitness and can relieve tension. Avoiding tobacco, substance use, and other potentially addictive behaviours is also important because these can create dependencies that cause further stress or undermine our health and sense of well-being.” “Healthy behaviours increase our resistance to disease and reduce risk of injury. They may also help us avoid chronic diseases later in life or at least delay their onset and improve our ability to cope with them.” “Health knowledge, such as knowing how to access reliable medical information and health support services, helps us avoid preventable health problems and equips us to make better use of the health resources available to us.”

A2. Social Factors

By the end of this course, students will:

- A2.1** explain how a strong social support network (*e.g., family, friends, trusted adults, connections to school and community supports*) contributes to better personal health (*e.g., provides help to solve problems and deal with adversity; increases feelings of self-worth by reinforcing a sense of belonging and connection; helps to prevent depression and anxiety*), and describe ways of enhancing their personal social networks

Teacher prompt: “Most people today use online communication media – social networking sites, texting, instant messaging, and so on. How might the use of these tools affect your social relationships and your personal health? How could you cope with potential harassment, bullying, or discrimination online? For example, what would you do if somebody created a profile about you without your permission?”

Students: “The impact of online social networking and other electronic communication options on personal health will depend on how they are used. For example, texting helps me stay connected with family and friends and lets me share my feelings and concerns before having to discuss them face to face. Used in that way, electronic communication strengthens my social network and improves my health and well-being.” “If you spend a lot of time communicating online with people you don’t know, you may not build close relationships with reliable people that you can confide in when you need support. If you spend a lot of time online on non-social activities, like gaming or gambling, you will have less time for social interaction, physical activity, and other things, and you may not acquire the interpersonal skills you need to interact positively with others. A lack of strong personal connections could lead to feelings of isolation and depression.” “If someone creates a profile about you without your permission, contact the site owner and request that it be removed. Talk to someone you trust. If you feel bullied, harassed, scared, or trapped, you should talk with a trusted adult, such as a parent, elder, aunt/uncle, teacher, school counsellor, or youth group leader.”

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Teacher prompt: “What strategies might teenagers use to strengthen their social support networks?”

Students: “We can extend our social support networks by looking for opportunities to be involved in activities that connect us with other teens, supportive adults, and the community. There are a number of things that we can do that are either free or don’t cost much, such as joining clubs or teen groups and taking advantage of volunteer opportunities.” “I started going to our friendship centre, where we receive teachings by elders and participate in other programs that are meaningful to my particular background and community. As a result of these programs, I have friends, adults, and other supports that I can access whenever I need to.” “We can strengthen our existing social networks by improving the way we interact with the people in them. For example, we can reduce or avoid conflict by learning to communicate our feelings and points of view more diplomatically and by being more sensitive to the feelings and points of view of others.”

A2.2 identify the key social determinants of health and the factors that shape them, and explain how they influence personal health

Teacher prompt: “There is overwhelming evidence that the health status of individuals and populations is influenced by a number of independent but interrelated social factors, such as socioeconomic status, education, employment, working conditions, food security, social inclusion and exclusion, the quality of our relationships (whether they are respectful and supportive or involve bullying and harassment), and the availability of health care services. These and a variety of other social factors are often referred to as the *social determinants of health*. It is the combined influence of these factors that is important for our overall health status. Explain how some of these factors can influence health.”

Students: “Education improves our ability to think, solve problems, and develop the skills that we need to be engaged, active citizens. It can also increase our ability to make money. As a result, people with more education tend to have less economic stress and a greater sense of control over their own lives. Education also exposes people to a wider range of interests and social contacts. By enabling people to enjoy life more, it increases their sense of well-being. Because education equips people to handle responsibilities and make contributions to their societies, it can also increase feelings of self-worth. Education develops the ability to make informed decisions and helps people to be better informed about health matters.” “Working conditions, such as those requiring very long hours or shift work, can be a source of emotional and physical stress. This may result in high blood pressure and cardiovascular disease and can also lead to practices that are harmful to health, such as poor dietary habits.”

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Teacher prompt: “Politics and public policy can have a big influence on factors that affect our health. What are some ways in which political decisions and public policy can affect the social determinants of health?”

Students: “Political decisions can create public policies that provide better access to such social determinants as education and health services.” “Public policy can help to ensure that people have safer and healthier working conditions. It can also provide people with income supports to ensure that they can afford the necessities of life, and it can provide them with social supports to help them through difficult situations.”

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Teacher prompt: “Intergenerational trauma is a term used to describe how traumatic events experienced by a cultural group in one generation may have a psychological, economic, or cultural impact on subsequent generations. In Canada, the challenges faced by many people within First Nation, Métis, and Inuit communities today have been linked to the experiences of previous generations who were forced to attend residential schools or who were removed from their culture and communities for adoption or foster care. What approaches or services can be helpful for families or individuals who have been affected by intergenerational trauma?”

Student: “Acknowledging what has happened in the past is an important step in helping the people affected by historic trauma to heal and be healthy mentally, emotionally, spiritually, and physically. It helps them to forgive and focus on the future. It’s also important for people to know their culture. Residential schools took away many people’s understanding of who they are, and to recover that understanding, people need to relearn their cultural traditions. Being proud of who you are, and having your identity respected by the rest of society, is important to all aspects of your well-being.”

- A2.3** explain how sex, gender identity, and social and cultural background can influence health (e.g., social and cultural influences on dietary practices, methods of treating illnesses, gender expectations; gender- and sex-based influences on medical treatment, access to jobs, education, and physical activity)

Teacher prompt: “What is understood to be normal behaviour is neither fixed nor universal. It can vary from person to person and with time and place. What we think of as ‘normal’ behaviour and appropriate jobs and activities for males and females is very much influenced by our social and cultural backgrounds. Many of the assumptions that we make about normal behaviour can exclude people who identify as transmale, transfemale, or two-spirited, or who identify in other non-binary ways. People can have difficulty with family, peers, and others when they don’t conform to these assumptions. They may be teased, isolated, threatened, or exposed to violence, and the resulting stress can affect their self-worth, sense of well-being, and overall health. Behavioural differences related to gender expression can also have health implications, and so can differences in the ways that people of different sexes are affected by various diseases. Provide some other examples of how gender- and sex-related differences can affect a person’s health and well-being.”

Students: “In some families, women continue to have the major responsibility for family care. Trying to balance the demands of their jobs with the needs of their families can be a major source of stress that may lead to significant health problems.” “Men are more likely to be injured or killed in work-related accidents. This is mainly because men tend to be employed more in occupations that involve working with heavy equipment, working outdoors, or working in other situations that present a higher level of physical risk.” “Accidental injury rates are highest among young men. Higher numbers of young males are connected to incidents involving physical risks or behaviour that may cause harm involving drugs, alcohol, or vehicles.” “The classic signs of a heart attack are similar for both sexes, but women are more likely to have symptoms that are less typical and women’s symptoms may be less pronounced. As a result, women’s heart attacks may not be detected and treated as quickly as men’s.”

A3. Environmental Factors

By the end of this course, students will:

- A3.1** describe current environmental issues and their implications for personal health (e.g., poor air quality increases the risk of developing respiratory diseases and can worsen existing respiratory conditions such as asthma and allergies; climate change increases the potential for water- and food-borne diseases to spread to temperate regions; ozone layer depletion increases exposure to UVB rays that can cause skin cancers and cataracts), and identify solutions that can contribute to better environmental quality and better personal health

Teacher prompt: “The built environment includes things people have made, such as our homes, roads, parks, public recreation facilities, trails, and schools. Give an example of modifications to the built environment that can have a positive impact on both our health and the environment.”

Student: “Having things in the community that support active transportation, such as walking paths, bike lanes, crosswalks, and bike racks, can benefit our health and the environment because they help to reduce air pollution and provide more opportunities for physical activity.”

- A3.2** describe a variety of personal practices and local programs that are environmentally responsible (e.g., using active transportation; programs promoting green alternatives and green living, tobacco-free living, eating locally), and explain how they can also benefit personal health

Teacher prompt: “Many initiatives by individuals and local groups are helping to make our society more environmentally responsible. Provide some examples of these initiatives that also have important health benefits.”

Students: “Initiatives that promote eating local produce help to reduce greenhouse gas emissions, because local produce requires much less transportation. Because vegetables and fruit from local sources can be allowed to ripen before they are picked and can be consumed shortly after being harvested, they are usually more nutritious.” “Community initiatives that increase the amount of green space can also increase the opportunity for physical activity. Exposure to the natural environment gives most people a greater sense of well-being.”

- A3.3** identify school and workplace conditions (e.g., poor air quality, overcrowding, noise, poor lighting, hygiene problems, poor quality of machinery and equipment, inadequate inspection or maintenance of machinery and equipment) that could have harmful effects on personal health and safety (e.g., industrial and vehicular accidents, falls, cuts, burns, carpal tunnel syndrome, electrocution), and describe ways to make school and workplace environments healthier and safer (e.g., install active workstations with equipment like treadmill desks to reduce health risks of sedentary behaviour)

Teacher prompt: “A school’s physical environment includes the school building and grounds, routes to and from the school, and materials and equipment used in school programs. What steps could you take at your school to make the physical environment safer and healthier?”

Students: “If we organize a school-wide cleanup day, we could report any hazards that we happen to find to our teachers or school administrators.” “Our school is applying for EcoSchools certification. One of our projects involved planting new trees around the schoolyard. The trees will remove carbon dioxide from the air. They will also provide shady places where students can relax without being directly exposed to strong ultraviolet rays.” “Working with the administration and the staff in the cafeteria to make sure the cafeteria is set up in a way that is welcoming to students and is a place where students want to be will encourage more students to eat in the cafeteria. Having more students using the cafeteria and taking advantage of a greater number of healthier food choices that appeal to students will help make our school a healthier place.”

B. WELLNESS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1.** demonstrate an understanding of the concept of personal wellness, the factors that influence it, and ways of maintaining and enhancing it;
- B2.** demonstrate the ability to develop and implement a personal wellness plan.

SPECIFIC EXPECTATIONS

B1. Personal Wellness

By the end of this course, students will:

- B1.1** identify the dimensions of wellness (*e.g., physical, cognitive, emotional, social, and spiritual*), and describe how they relate to each other and how an understanding of their interrelationship can be used to enhance personal health

Teacher prompt: “Wellness is having a healthy body and a healthy state of mind. It cannot be defined in the same way for everyone. It depends on individual needs, experiences, and circumstances, and it will change over time. In all cases, however, it requires a focus on healthy eating, active living, and having a positive sense of self.

“Wellness involves several dimensions of our existence and depends on the way that all of these dimensions interact. Achieving wellness is an active process of becoming aware of the things that affect all of these dimensions and making healthy choices that provide more balance among them. How do these individual dimensions of wellness influence one another?”

- B1.2** describe the factors that contribute to personal wellness and support healthy living (*e.g., sense of responsibility; ability to make decisions related to physical activity, fitness, and healthy eating; healthy relationships; coping skills; creative and critical thinking skills; a positive sense of self*)

Teacher prompt: “What are some things that individuals can do to develop healthier living habits and maintain a commitment to healthy living?”

Students: “To develop healthier living habits, individuals need to look at how active they are, what they eat, and how they spend their time. Developing a positive sense of self, knowing their strengths, maintaining a positive attitude, and spending time with supportive friends will help them not only to develop a healthier way of life but also to maintain their commitment to it.” “I am from Shawanaga, a First Nation community near Parry Sound, and in our culture good health is seen as the result of a balance among the physical, mental, emotional, and spiritual aspects of one’s life. To manage our health, we try to restore and maintain a balance among these four elements. To help us do this, we use the medicine wheel. It’s a spiritual symbol that we use to guide our thinking about many things. It’s shaped like a wheel and divided into four quadrants. When we use it to think about health, the four quadrants help us to examine the physical, mental, emotional, and spiritual aspects of our lives in relation to each other and to become aware of potentially harmful imbalances among them. Restoring the balance can improve our well-being and help to heal ailments of the mind, body, emotions, or spirit.”

- B1.3** explain how a theoretical understanding of the stages of behavioural change (e.g., *precontemplation*: a person may or may not be aware of the health benefits of a change but has no intention of changing; *contemplation*: thinking about making a change; *preparation/decision*: intending to make a change in the near future and thinking about how to do it; *action*: making the change and engaging in the changed behaviour consistently; *maintenance*: working at preserving the change over the long term) can be used to support healthy living

Teacher prompt: “How does understanding the theory behind making a change help you support someone who is actually making a change?”

Student: “Knowing that there are expected stages a person might go through makes it easier for us to understand a person’s thoughts and feelings as they go through the different stages. It also helps us to plan how to support them, because different kinds of support will be needed at different stages.”

- B1.4** describe complementary and alternative health care services and therapies that can support personal wellness (e.g., *treatment methods such as acupuncture, osteopathy, homeopathy, naturopathy, chiropractic, reflexology, massage therapy; stress management techniques such as yoga, meditation, deep breathing; traditional First Nation, Métis, and Inuit healing remedies*)

Teacher prompt: “What information should you seek before choosing any health care service or therapy? What are the similarities and differences between conventional western medicine and complementary and alternative health care practices? Which of these services are available in our community?”

B2. Implementing a Personal Wellness Plan

By the end of this course, students will:

- B2.1** demonstrate the ability to use a variety of appraisal tools and guidelines (e.g., *a physical wellness inventory, a stress inventory, a relationship questionnaire, a healthy eating questionnaire, Canadian Physical Activity Guidelines, Canadian Sedentary Behaviour Guidelines, Canada’s Food Guide*) to assess their current health behaviours and acquire information for use in the development of a personal wellness plan

Teacher prompt: “Why is it important that your appraisal tools assess not only the physical dimension of wellness but the mental, spiritual, social, and other dimensions as well?”

Student: “By assessing all of the dimensions of wellness, I can acquire a more complete understanding of all the factors that affect my health. I’ll also have a better idea of what my strengths are and what I need to improve. This will help me make decisions about the food I choose to eat, improving my level of physical activity, managing stress, and other things that I need to work on in order to have a healthier, more balanced life. With more insight into the variety of factors that affect my health, I can produce a more individualized wellness plan that will give me a better chance of succeeding in my personal goals.”

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Teacher prompt: “When assessing health behaviours and developing personal wellness plans, how useful do you find technologies such as apps, computer programs, and body devices that track behaviours related to the amount of physical activity you do, the amount and type of food you eat, the amount of sleep you get, and other factors?”

Students: “I find it motivating to track my physical activity and also to share it publicly through my social media networks. It makes me feel accountable.” “I like using my apps to gather and track information, but I don’t share it. Knowing the information myself works for me.”

B2.2 identify ways of overcoming challenges that might inhibit making changes to health-related behaviours (e.g., by scheduling time for physical activity; setting manageable goals; identifying personal motivating factors and choosing activities that are interesting; researching availability of affordable and accessible programs, resources, and facilities; choosing activities that are consistent with their social, cultural, and religious norms; seeking peer and family support)

Teacher prompt: “What is a reasonable time frame to allow for making modifications in behaviour? How do you set goals that are achievable? How do you plan to respond to potential setbacks or reversions to unhealthy behaviours?”

B2.3 develop and implement a personal plan that contributes to healthy living by addressing selected dimensions of wellness (e.g., use decision-making and goal-setting skills to develop their plans; enlist the help of others; identify personal and social challenges; make a plan for overcoming potential barriers; be actively engaged in the implementation of their plans; evaluate their plans and make revisions to their programs if needed; celebrate successes; adopt strategies that promote lifelong wellness)

Teacher prompt: “After reviewing the results of your health behaviour assessments, you may want to modify some of the less healthy choices you are currently making. Choose one or two of these that you would like to work on in order to achieve a healthier, more balanced way of living. Identify the challenges that you might encounter, and think of solutions for overcoming these challenges. These solutions will be a part of your personal wellness plan.”

Students: “One of the areas that I need to work on is getting more sleep. I want to get at least seven to nine hours of sleep per night so that I will be more alert in class, have more energy to be physically active, and be in a better mood. The challenge I face is that I have a television and computer in my room, and I stay up late to surf the Internet, complete homework, communicate with friends, or watch TV. My plan is to set a consistent bedtime and wake-up time that will allow me to reach my goal – I’ll keep track of when I go to bed and when I wake up to see how I’m doing. In addition, I am going to move my television to a common area of the house and limit the amount of time I use the computer before going to bed.” “One of my goals is to be more physically active on a daily basis to reduce some of my stress. I will need to think of what is keeping me from being more physically active and consider what I can do to change that.”

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Teacher prompt: “Psychologists have developed various theories about how people can most effectively modify their health-related behaviour. One well-known theory is the Health Action Process Approach (HAPA). What does it emphasize that is important to your planning?”

Student: “HAPA emphasizes the importance of having two kinds of plans: an action plan that outlines what you will do to achieve your goals and a coping plan that helps you anticipate and overcome challenges and barriers along the way. The action plan gets you started and guides your progress. The coping plan helps you maintain your progress.”

C. HEALTHY COMMUNITIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1.** demonstrate the ability to assess the quality of health information and use credible health information to make informed decisions and take appropriate action about matters affecting their health;
- C2.** demonstrate an understanding of the components of healthy communities and the factors that affect and sustain health within them;
- C3.** demonstrate the ability to influence and support others in making positive health choices.

SPECIFIC EXPECTATIONS

C1. Consumer Health

By the end of this course, students will:

- C1.1** assess the quality of health information, products, and services, and use information from reliable sources to make informed choices of health-related products, programs, and facilities (e.g., foods, health and exercise equipment, fitness facilities, skin treatments, health and wellness programs, dietary supplements)

Teacher prompt: “There are many different sources of health information, but how do we know which sources are reliable and accurate? The most reliable health information is based on current evidence and expert knowledge and comes from expert sources. The information that we get from government sources such as the Mental Health Commission of Canada; Health Canada; the Public Health Agency of Canada; the Ministry of Health and Long-Term Care; the Ministry of Tourism, Culture and Sport; the Ministry of Children and Youth Services; and public health units meets that criterion. So too does information from leading science organizations, research journals, and respected non-governmental organizations such as the Ontario Centre of Excellence for Child and Youth Mental Health, the Offord Centre for Child Studies, and the Centre for Addiction and Mental Health. Factual information that is required by law, such as the ingredient list and Nutrition Facts Table on food labels, can also be considered reliable.

“Trustworthy information about the quality of commercial products and services can be obtained from sources such as *Consumer Reports* that are independent of any commercial interests and have the expertise and resources to perform thorough evaluations. If you want to know whether a company you are about to deal with can be trusted, you can check with the Better Business Bureau to see if they have a record of complaints. A web search may also reveal comments by people who have had experience with the product or company you are interested in. If you are thinking of using a product to treat a health condition, consult your family doctor first.

“The Internet provides easy access to information from many trusted sources, but it can also be a source of unreliable, fraudulent, and even dangerous information. If you find information that is inconsistent with what known reliable sources are saying, be careful. Check the author’s qualifications. Not everyone who claims to be an expert is an expert. Do a web search and check the reputation of the organization sponsoring the website. Your critical thinking and research skills will be your best tools for determining whether a site can be trusted or not.”

- C1.2** identify factors (e.g., contamination during production, consumption of foods after their expiry dates, certain food additives, improperly prepared foods) that may lead to food-related ailments, and describe measures for avoiding their occurrence

Teacher prompt: “People occasionally get sick from consuming food that became contaminated at some point in its production. Government regulation and inspection is our main defence against this source of food-related illness, but food-related illnesses can occur in other ways. For example, students with food allergies can be exposed to allergens from food that other students have brought to school. We can also get food-related illnesses if we do not handle food properly at home. What are some things that we can do to prevent food-related illnesses in these situations?”

Student: “When handling food, we should ensure that perishables are refrigerated properly, that we wash our hands before preparing food, that food preparation areas and equipment are clean and sanitary, and that we do not keep foods past their expiry dates. If we have food allergies, we should always check the ingredient list on the product label to make sure the product is safe.”

- C1.3** describe factors that influence personal choices of health products and services (e.g., finances; peer, social, cultural, and media influences; government policies and programs; availability and accessibility of health services, facilities, and resources; environmental impact), and assess the impact of these factors on their own choices of health products and services

Teacher prompt: “The School Food and Beverage Policy is intended to make the healthiest choice the easiest choice for students at school. What effect has the introduction of this policy had on what you choose to eat at school?”

Student: “Having healthier things to choose from – like smoothies and stir-fries – has changed what I buy at school. I’ve been feeling better when I eat healthier foods.”

C2. Components of Healthy Communities

By the end of this course, students will:

- C2.1** identify the components of a healthy community (e.g., safe and healthy social and physical environments; inclusiveness and mutual support; access to essential services; diverse, vital economy; high level of individual health), and describe the factors that help to sustain it (e.g., adequate access for all to food, clean water, shelter, income, work, and recreation; adequate water and sanitation infrastructure; effective environmental regulation and pollution controls; a strong local cultural heritage; access to support networks and health services; availability and accessibility of recreational facilities, such as safe and properly lit walking trails and bike paths and lanes)

Teacher prompt: “A healthy community has often been described as one in which people come together to make their community better for themselves and others in the community. According to the Ontario Healthy Communities Coalition, a healthy community is characterized by such qualities as a clean and safe physical environment, opportunities for learning and skill development, strong, mutually supportive relationships and networks, and broad participation by community residents in decision making. In Ontario, the Ministry of Education has also stressed the importance of healthy schools. What does a healthy school have in common with a healthy community?”

Student: “A healthy school has a similar vision – people coming together to make their school better for the students, their families, the staff, and others in their school community. A healthy school can address the physical, emotional, intellectual, and social well-being of its students in a variety of ways. For example, it can provide intramural sports programs and other physical activity opportunities and incorporate health-related subject matter across the curriculum. It can make programs available that discourage bullying, help people respond to it, and promote social justice, equity, and inclusiveness. It can provide

counselling and other resources to help students deal with substance use and abuse and physical, mental, and social health concerns. And it can create opportunities for students to link with outside agencies and community groups.”

Teacher: “A safe and caring school has a culture that makes students and staff safe – and helps them feel safe. Students should feel welcomed, respected, and inspired to learn. Safe and healthy social and physical environments contribute to this kind of school culture. What do we mean by safe and healthy social and physical environments? Why are they important?”

Student: “A safe and healthy social environment is one in which a person feels safe emotionally. A safe and healthy physical environment is one in which you are not exposed to the danger of physical injury or threats to your health. A healthy physical environment also provides the conditions that help you maintain a high level of health and personal wellness. Safe and healthy social and physical environments are important because they are more inclusive, help you work and learn more efficiently, reduce time lost to illness, and increase productivity.”

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- C2.2** identify and describe school and community services that offer support related to health and wellness (e.g., public health units, community agencies, friendship centres, mental health facilities)

Teacher prompt: “For teenagers who are affected by mental health issues or have a family member or friend who is, access to timely quality care is critical. Not all communities, however, have the same services or deliver them in the same way. It may be more difficult to access treatment in some communities because of a shortage of professional services. What mental health facilities are available in our community? If someone needed treatment for a mental health problem, where would they go first to find help?”

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- C2.3** explain how government policies and programs for protecting the environment can also provide community health benefits

Teacher prompt: “Governments try to protect the environment by using laws and regulations to control or ban things that harm the environment. They also support and encourage initiatives that reduce stress on the environment. Government regulations determine where landfills can go, how they should be built, and what can go in them. They control what can be discharged into lakes and rivers and what can be emitted into the air. Much of what governments do to protect our water, air, soil, and natural environments also protects our health. For example, greenhouse gases from fossil fuels are a major cause of climate change. But fossil fuels are also a major contributor to smog and a source of toxic air pollutants such as mercury. Government actions that reduce fossil fuel emissions (e.g., setting fuel-efficiency requirements for car and truck engines, improving mass transit to reduce the use of motor vehicles, requiring the use of energy-efficient lighting, decreasing our reliance on fossil fuels for generating electric power) not only help to slow down climate change but also help to keep harmful pollutants that affect our health out of the atmosphere. Think of some other examples of government actions to protect the environment, and explain how these also provide benefits for community health.”

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- C2.4** explain the role of government policies and programs in protecting school and community health (e.g., *Sabrina’s Law*; *The Smoke-Free Ontario Act*; *The Ontario Safe Schools Act*; *School Food and Beverage Policy*; *Safe Drinking Water Act, 2002*; *The Local Food Act, 2013*; *Healthy Kids Community Challenge*; *Highway Traffic Act* sections relating to bike safety, seatbelts, and car seats; public health immunization programs such as flu and human papillomavirus [HPV] vaccination; breastfeeding-friendly public places programs)

Teacher prompt: “Government policies, regulations, and educational programs can play a big role in protecting the health of our communities. For example, the Immunization of School Pupils Act requires students in Ontario public schools to be immunized against

diseases such as tetanus, diphtheria, polio, measles, mumps, and rubella. Immunizations help save lives, prevent serious illnesses, and are recognized as one of the most effective public health interventions. Choose another example of a law, policy, or program intended to protect community health. What does it do? Why was it put in place? What effect has it had?"

C3. Promoting Healthy Living

By the end of this course, students will:

- C3.1** describe actions that individuals can take that contribute to the health of others (e.g., *consenting to be an organ donor; donating blood; updating immunizations; using methods such as handwashing to prevent the transmission of communicable diseases; following safer sex guidelines to prevent STIs; advising younger students on health action plans, healthy relationships, and anti-bullying strategies; getting involved in charitable fundraising events and campaigns in support of health-related causes such as smoking prevention, healthy eating, concussion prevention, and breastfeeding awareness*)

Teacher prompt: "Organ donation can save lives. In Canada, there are more people who need organs than there are organs available. Better understanding of the issues surrounding consent may encourage more people to become donors. Here are some questions that people commonly ask: What is the organ donation registry? What organs or tissues can be donated? If you sign an organ donor card, can your family override your wishes at the time of your death? Does having a serious illness or a history of illness rule someone out as an organ donor? If a person agrees to become an organ donor, will the doctors still make every effort to save his or her life? Do people have to alter their funeral arrangements if they agree to be organ donors?"

- C3.2** demonstrate an understanding of the concept of health promotion, and describe strategies and skills that can be used to promote healthy living in their school community

Teacher prompt: "According to the World Health Organization, 'health promotion is the process of enabling people to increase control over their health and its determinants, and thereby improve their health'. The purpose is to create a culture of health and well-being locally and globally by persuading and helping people to advocate for and take control of those aspects of their lives that affect their health. It also encourages governments and organizations to provide the policies and resources that are needed to do this.

"Health promotion has a place in our school community too. Although there are some determinants of health that we can't address in the school setting – the economic factors, for example – we can still create a culture of health and well-being in the school by promoting healthy living. What would you need to consider when planning and promoting a healthy living event in our school community, and what strategies and skills would you need to use?"

Students: "First we need to have an understanding of the needs and interests of the students. That requires research and analysis skills. Speaking with our healthy school committee or other school committees could help us find some of that information. In addition, we will need to get the support of staff or student council members. They can help us to coordinate our initiative in the school and find the resources to support it. For example, if we were trying to reduce the stigma associated with mental health problems by holding a mental health week, we would need to connect with the board's mental health leader and other professionals in our school. They might be able to help us find partners with local community agencies." "As we develop a plan of action, we will need planning, organizational, and collaboration skills to establish timelines and assign responsibilities. We will also need to use effective communication skills to promote our project through school announcements, school newsletters, the school website, and posters."

Teacher: “There may also be some risks to consider – especially when planning events with a mental health focus. It is possible that well-intentioned health promotion events can have a harmful impact on some students. It is important to consider this when planning and to work as a team with the professionals in the school community.”

C3.3 demonstrate the ability to implement a health initiative that promotes healthy living in their school community (e.g., by creating a physical activity poster campaign, creating a healthy breakfast club, developing a campaign related to concussion awareness and prevention, creating intramural activities, organizing a physical activity/fitness fun day for local elementary school students, conducting a health fair, getting involved in community action, creating a monthly healthy living bulletin board, establishing a school diversity club to help all students feel welcome)

C3.4 demonstrate an understanding of resources and skills that can help others in health emergencies (e.g., emergency first-aid skills, including cardiopulmonary resuscitation [CPR], the use of automated external defibrillators [AEDs], and the use of epinephrine autoinjectors)

Teacher prompt: “Why are automated external defibrillators becoming standard equipment in some schools and public buildings?”

Student: “An automated external defibrillator is used in cases of cardiac arrest to restore normal heart rhythm and restart the heart. If left untreated for even a short time, cardiac arrest can rapidly lead to irreversible brain damage and death. Each minute without treatment decreases a person’s chance of survival by 7 to 10 per cent. AED devices are easy to use, and AED training providers strongly encourage anyone who may have to respond to health emergencies – police officers, firefighters, flight attendants, security guards, attendants at recreational facilities, and people who have family members at risk – to be trained in their operation.”

C3.5 describe career opportunities in fields related to health and wellness (e.g., paramedic, workplace wellness administrator, health and safety officer, social services worker, drinking water treatment and distribution operator, environmental health officer, public health inspector, public health nurse)

Introductory Kinesiology, Grade 12

University Preparation

PSK4U

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

A. PHYSICAL ACTIVITY AND SPORT IN SOCIETY

OVERALL EXPECTATIONS

By the end of this course, students will:

- A1.** demonstrate an understanding of how the social and cultural significance of physical activity and sport has evolved historically, and analyse current social issues relating to physical activity and sport;
- A2.** demonstrate an understanding of the individual and social benefits of participation in physical activity and sport and the factors that enable and constrain participation.

SPECIFIC EXPECTATIONS

A1. Social Change and Current Issues

By the end of this course, students will:

- A1.1** describe how the role of physical activity and sport in society has evolved historically, with reference to key events and trends, changing views of the social role and value of physical activity and sport (*e.g., physical activity as a requirement for meeting basic survival needs, sport as military training, athletic competition as an end in itself, emergence of health and physical education as part of the school curriculum, recognition of physical activity and/or sport as an essential foundation for personal lifelong fitness, recognition of physical literacy as an essential foundation for living a healthy active life*), and the contributions of individuals, including prominent Canadians

Teacher prompt: “Physical activity and sport have been a part of human culture from very early times, but their role in society has varied considerably. Reasons for participating in sport, apart from just having fun, have included status and prestige (both for individuals and their societies), military training, the building of character and leadership skills in youth, and monetary reward. How has the role of sport in society changed over the past century?”

Students: “Personal fitness and health have become key reasons for lifelong involvement in physical activity and sport.” “Sport and physical activity have become an important part of education. Schools have played a leading role in the development of many sports and their rules.” “Over the past century, there has been a strong trend towards the professionalization of sport and the development of sport as a business.” “There has been increasing recognition of the importance of incorporating physical activity into daily life by doing such things as taking the stairs instead of the elevator or using active instead of sedentary transportation.”

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Teacher prompt: “The North American Indigenous Games (NAIG), which are held every three years, celebrate a legacy of sport among North America’s First Peoples that goes back thousands of years. Historical records indicate that many modern team sports were derived from traditional indigenous games. In addition to celebrating this legacy, the games also promote the development of personal and social values. What qualities can be developed through sport and physical activity that are valuable throughout life?”

Student: “Sport and physical activity can help young people develop many qualities that have lifelong benefits. These include honesty, courage, respect for others, a desire for personal excellence, the ability to work with others, and gratitude for the guidance of parents, elders, and communities.”

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Teacher prompt: “The history of sport and physical activity in Canada has been shaped by the contributions of Canadians from many different backgrounds. Can you name some individuals who have become prominent as a result of their athletic achievements or their contribution to the development of sport and physical activity in Canada?”

Students: “Tom Longboat from the Six Nations community of Ohsweken, Ontario: he was one of the greatest distance runners in the world in the early 1900s.” “Dr. James Naismith, from Almonte, Ontario: he invented basketball.” “The women of the Edmonton Grads basketball team: Dr. Naismith called them ‘the finest basketball team that ever stepped on the floor’.” “Terry Fox: after losing a leg to cancer when he was a university student in B.C., he attempted to run across Canada to raise money for cancer research. His example has inspired many people to participate in fundraising runs for cancer research and other causes.” “World champion freestyle skier Sarah Burke: her advocacy for freestyle skiing contributed to the inclusion of the half-pipe event in the 2014 Olympic Games.” “Philippe de Gaspé Beaubien: he’s a businessman from Montreal who founded ParticipACTION, an organization that has encouraged many Canadians to become more physically active.” “Joyce Fairbairn, a senator from Alberta: she’s one of the founders of Friends of the Paralympics, which has helped to ensure that Canadian paralympic athletes are able to compete at the highest levels of their sports.”

- A1.2** analyse selected social issues of current significance relating to physical activity and sport (e.g., more sedentary lifestyles, rising obesity rates, increased health care costs, violence in sport, cheating in sport, cost as a barrier to participation in physical activity and sports programs, early specialization versus participation in multiple sports for children and youth, inclusive versus specialized sports programs for persons with special needs)

Teacher prompt: “The concepts of fair play and playing for the spirit of the game are commonly emphasized in organized sport. Despite the fact that these messages are well communicated, there continue to be athletes, coaches, and parents who want to win at all costs. This attitude encourages violence and cheating in sport. Think about the lessons learned and the personal growth that can be achieved through participation in sport and physical activity: for example, the development of self-awareness, of interpersonal and communication skills, and of the ability to set goals and/or work as a member of a team. Now consider the notion of winning at all costs. What impact is this having on sport at all levels in our society? What are young children learning? How might this affect involvement in sport? What is the purpose of sport, and what is lost if fair play is not embedded in what we learn through involvement in sport? How might society change its views on the ‘winning at all costs’ attitude?”

- A1.3** describe the scope of physical activity and sport in today’s economy (e.g., economic activity related to professional or recreational sports, tourism, sporting goods and outdoor activity equipment, media, instructional services, facilities), and identify a wide range of career opportunities in related fields (e.g., fitness instructor, health and physical education teacher, health promotion specialist, kinesiologist, physiotherapist, athletic therapist, sports professional, outdoor recreation instructor, wilderness guide, event organizer, dancer, choreographer, sports marketing specialist, fitness trainer, community recreation programmer or leader, holistic health practitioner)

- A1.4** analyse the impacts on individuals and society of business involvement in physical activity and sport (e.g., sponsorship of amateur teams and events, professionalization of sport, increased/decreased participation, changes in availability of facilities, dependence on advertising and sponsorship money, influence of endorsements by professional athletes, need for consumer awareness)

Teacher prompt: “Business is involved in almost every aspect of sport, from professional leagues to community sports. While business provides the money that makes many community physical activity and sports programs possible, it also has a focus on profitability and influences our habits as consumers. Examine examples of business sponsorship of teams and facilities in your own community. What is the relationship? Who benefits from these relationships, and what is the impact on sport and physical activity in the community?”

Student: “In our community, a soccer league for young children is sponsored by a local business. This subsidizes the costs of uniforms and facilities and thus makes the sport accessible to most of the children who want to play. In return, the business gets publicity that will help it attract and keep customers.”

A2. Participation – Influences and Benefits

By the end of this course, students will:

- A2.1** describe factors that influence participation in physical activity and sport (e.g., built environment, demographics, technology, social trends, social and cultural norms, role models, environmental conditions, personal perceptions of physical activity, motivation and perceptions of one’s own capabilities, physical and health literacy)

Teacher prompt: “The built environment is that part of our surroundings that has been constructed by humans. It is where most of our activities take place. A city is a built environment. So is a cabin in the woods or a farm. A growing body of evidence suggests there is a relationship between the built environment and physical activity, rates of obesity, and heart disease and stroke. How can the characteristics of a built environment affect physical activity rates and the health of a community? What can be done to make a community’s built environment healthier?”

Student: “A built environment that offers lots of opportunities for physical activity and makes active transportation safe, practical, and attractive is likely to encourage people to be more active and will help to improve their health. Ensuring that neighbourhoods have adequate, well-lit sidewalks and accessible bike paths and parks, for example, will help to make the community more active and healthier.”

- A2.2** analyse the role of social and cultural factors (e.g., sex, racial and ethnic background, socioeconomic status, age distribution, range of abilities within the population) in determining access to physical activity and sports programs

Teacher prompt: “Efforts to increase opportunities for women and girls to participate in physical activity and sport have increased considerably over the past few decades and have had considerable success, as seen in 1996, when, for the first time, there were more women than men on the Canadian Olympic team. However, there are still hurdles to overcome before gender equality is achieved. What are the societal factors that have made physical activity and sport less accessible for women and girls? What has changed and what has driven the movement to make these changes? What might be done to achieve not only greater gender equality in physical activity and sport but also greater equality of access to physical activity and sports programs for everyone? Think of a group whose access to physical activity or sports opportunities is limited in comparison to other groups in the population, and suggest ways in which their access could be increased.”

A2.3 describe the benefits of school and community physical activity and sports programs for themselves and for society (*e.g., increased opportunity for participation; increased fitness and better overall health; decreased stress, higher self-esteem, better mood, and generally improved mental health and well-being; better cognitive functioning; better school spirit; increased community cohesion; lower crime rates; lower health care costs; better workplace performance; decreased absenteeism*)

Teacher prompt: “With rates of inactivity and obesity rising among some children and youth, the role of schools, communities, and governments in promoting healthy, active living is becoming increasingly important. A healthy school has a learning environment that promotes and supports not just academic success but also the development of the whole child and student – cognitively, emotionally, socially, and physically. Think about a school that provides multiple opportunities for healthy and inclusive activity, with a wide range of health and physical education courses, many intramural programs, and a broad choice of school sports. What impact would this have on you personally? How would it affect others in the school? What would the overall impact be on the well-being of your school community? What insights do your conclusions provide about the benefits and importance of having healthy schools in our community?”

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Teacher prompt: “The Canadian Physical Activity Guidelines for Youth provide recommendations about how much physical activity is generally needed to achieve health benefits. How can school courses and activities and community programs help young people achieve the recommended standards in these guidelines?”

Student: “The guidelines provide information about the different types of activity you need – moderate to vigorous activity, strength-building activity, and general daily activity – as well as the amount. The amount and kind of activity you get at school will depend on the courses you are taking and the activities that you are involved in. For most people, these will provide part but not all of the activity they need. Community programs can provide additional activities, and there are also many ways of being more active at home. The important thing is to look at everything you do and take advantage of opportunities to be physically active at school, at home, and in the community.”

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Teacher prompt: “Canada also has guidelines for sedentary behaviour, which provide recommendations to Canadian children and youth on how they can reduce health risks by limiting sedentary behaviour during their free time. What can you do to limit sedentary behaviour?”

Student: “You can begin by monitoring your recreational screen time, as well as other sedentary activities, such as riding in cars and buses. Look at the amount of time you spend indoors throughout the day too, because that may involve a lot of sitting. You can then make decisions about substituting active alternatives, such as doing things outdoors, participating in school or community recreation programs, or using active transportation – for example, walking or biking to get where you want to go.”

B. THE BASIS OF MOVEMENT

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1.** describe the structure and function of major body systems involved in human movement, and demonstrate an understanding of related anatomical and physiological concepts and theories;
- B2.** demonstrate an understanding of and assess factors that affect performance during human movement.

SPECIFIC EXPECTATIONS

B1. Anatomy and Physiology

By the end of this course, students will:

- B1.1** use correct anatomical terminology to describe human movement (*e.g., anatomical position, body planes and axes, basic movement terms such as flexion and extension, terms pertaining to body position such as anterior and superior*)

Teacher prompt: “Watch a class member perform a movement such as skipping, doing sit-ups or crunches, touching their toes, picking up a book, or doing a triangle pose in yoga. Using your own words, describe the movement to the class. Listen to other class members’ descriptions. What do you notice about these descriptions?”

Student: “Although the same movement is being described, different people use different words to get their meaning across, and we don’t get a consistent picture of how the movement was actually performed.”

Teacher: “How does using standardized anatomical and movement terminology resolve this problem?”

Student: “When we use standard anatomical terminology, we use terms that have very specific and precise meanings. They mean the same thing to everyone who uses them. By using standard terminology, we make it easier to describe things accurately and consistently. The anatomical position, for example, gives us a common starting point for describing the location and movement of bones and muscles, and anatomical terms always have the same meaning.”

- B1.2** identify the major muscles and bones of the musculoskeletal system (*e.g., according to their location, origin and insertion, structure, function*), and describe the ways in which they interact to create movement (*e.g., flexion, extension, adduction, abduction*)

Teacher prompt: “Think about the ways in which skeletal muscles and bones work together to allow for movement in everyday activities as well as physical activities. In order to understand the effects of origin and insertion on joint movement, consider one or two of the major muscles or muscle groups and describe how the muscle originates proximally and inserts distally to cause a movement at the joints that are crossed. What types of movement does this create, and what are some actions that involve the use of these movements?”

Students: “The quadriceps muscle group consists of four muscles that insert on the tibia. Three originate on the femur. The fourth crosses on the anterior side of the pelvis. Because of this arrangement, the quadriceps muscles are able to create the movement of flexion at the hip and extension at the knee. We use these movements when kicking a soccer ball.”
“The biceps muscle originates in the shoulder joint area and inserts on the radius. It is

one of the muscles that produce flexion at the shoulder joint, which allows for raising the arm above the head, as in a tennis serve. This also produces flexion at the elbow joint, which allows the bending of the elbow in a tennis serve, as well as in everyday movements such as lifting an object or scratching your head.”

- B1.3** demonstrate an understanding of the articular system (*e.g., function, components, types of joints and their advantages and disadvantages, joint mechanics*), and explain the role of different kinds of joints in facilitating movement (*e.g., the elbow as a hinge joint allows for flexion and extension as seen in a biceps curl or a chest pass in basketball; the shoulder as a ball-and-socket joint allows for various movements such as abduction and adduction as seen in a butterfly stroke, flexion and extension as seen in bowling a bocce ball, and medial and lateral rotation as seen in a forearm tennis stroke*)

Teacher prompt: “The articular system joins the different parts of the skeleton together and allows or restrains movement. Individual joints are described and classified by three qualities: the amount of movement permitted by the joint, the structure of the joint, and the location of the joint. Consider the role of joints within the human body and how they allow for movement in a particular way. How would changing the ankle joint from a hinge to a ball and socket affect the stability of the joint? How would it affect your ability to move the joint? Would you be able to walk or run? What impact would this have on the movements that you are able to do with your body?”

- B1.4** explain the chemical and physical processes involved in muscle contraction, as described by the excitation-contraction coupling theory and the sliding filament theory (*e.g., the role of neurotransmitters and calcium ions in stimulating contraction, of adenosine triphosphate [ATP] in providing energy for contraction, and of myosin and actin in producing contraction*), and describe how skeletal muscles work to create movement (*e.g., the role of agonistic and antagonistic muscle pairs and concentric and eccentric contractions in controlling movement; the role of differences in muscle fibre types and recruitment sequence in controlling contraction strength*)

Teacher prompt: “Muscle fibres differ in their speed of contraction and resistance to fatigue. The pattern in which the fibres are recruited varies with the amount of force that the muscle has to produce. In what order are the fibres recruited?”

Student: “The slow fibres are always recruited first and then the faster fibres are recruited as more force is needed.”

- B1.5** describe the three energy systems (*ATP-PC [adenosine triphosphate phosphocreatine], anaerobic, and aerobic*), and explain their contribution to muscle contraction and energy production during physical activity of different intensity and/or duration (*e.g., the ATP-PC system is used for high intensity activities of very short duration [up to approximately ten seconds] that require short bursts of energy; the anaerobic system is used for moderate to high intensity activities of moderate duration [up to thirty to fifty seconds]; and the aerobic system is used for lower intensity activities of longer duration [more than two minutes]*)

Teacher prompt: “Pick an activity such as walking, wheeling, yoga, distance running, squash, cricket, soccer, badminton, or ice hockey, and consider how the intensity of the activity and a person’s energy needs might change throughout the activity. In ice hockey or sledge hockey, for example, how do variations in the intensity of activity determine which energy system is used? Which system is predominant, and how do the other two systems contribute to overall performance?”

Student: “While all energy systems are always in use during an ice hockey or sledge hockey game, the anaerobic system is the predominant source of the energy that a player would need for a forty-five-second shift. Within that shift the player may need the ATP-PC system for a sprint to the puck. The player’s ability to sustain activity for the entire game would rely on the capacity of the aerobic system to produce ATP.”

- B1.6** explain how the cardiorespiratory system contributes to the functioning of working muscles (e.g., blood transports oxygen and energy-providing nutrients, like glucose, to working muscles and removes waste products, heat, and carbon dioxide from them; enhanced ability of cardiorespiratory system to transport oxygen helps to raise the anaerobic threshold and increases aerobic capacity, thus increasing muscular endurance)

Teacher prompt: “Think about an occasion when you experienced muscular fatigue while performing a physical activity, or when you felt an inability to move particular muscles properly for a certain length of time, or felt a burning sensation in your leg muscles when exercising strenuously. Although your cardiorespiratory system was working to transport the oxygen and nutrients required for you to perform the activity, you felt too tired to continue. This feeling is known as short-term fatigue; we sometimes describe it as ‘hitting the wall’. What causes it?”

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Teacher prompt: “Muscle pain and soreness that might be felt after physical activity is known as long-term fatigue and can linger and limit performance for days. This may be due to delayed onset muscle soreness (DOMS). What causes DOMS? How might you prevent it from occurring?”

- B1.7** describe the acute and chronic effects of physical activity on the human body (e.g., **acute:** increased endorphin levels, increased heart rate and breathing frequency, increased stroke volume and cardiac output; **chronic:** muscular hypertrophy, increased cardiorespiratory endurance, increased muscle strength)

B2. Human Performance

By the end of this course, students will:

- B2.1** describe basic training principles (e.g., specificity, overload, progression, reversibility), and explain how various training methods (e.g., circuit training, cross-training, strength training, fartlek training, interval training) can be used to enhance individual health-related fitness or athletic performance (e.g., identifying and applying the training methods and principles that are best suited to achieving specific fitness, health, or physical activity goals; avoiding overtraining and ensuring proper recovery to prevent injury)

Teacher prompt: “Training can make the body work more effectively. Many different training options are available. The choice of options will depend on the objective, whether it is simply improving individual fitness, improving skill or game ability in a sport, or improving performance and effectiveness in the workplace. By using selected training principles as a framework, an individual training program can be designed to achieve specific goals. To make the body work more effectively, a training program increases the load or demand on various muscle groups or body systems to produce a physiological response that will increase the desired aspects of health-related fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, or flexibility. Select a physical activity, a sport, or a fitness goal, and decide which training principles and methods would provide the most effective basis for a training program for participants in that sport or activity or for an individual wanting to achieve a personal fitness goal.”

- B2.2** describe intrinsic and extrinsic factors that can affect performance during physical activity (e.g., **intrinsic:** motivation, experience, self-efficacy, imagery/visualization, fatigue, goal-setting; **extrinsic:** environmental conditions such as altitude and weather)

Teacher prompt: “Environmental factors can have a significant effect on performance. Higher altitudes, for example, can both inhibit and improve performance. In 1968, when the Olympics were held in Mexico City, records fell at unprecedented rates, mainly

because the city's average elevation is more than 2200 metres, and the thin air provided much less resistance to runners' bodies or to thrown objects like javelins. Performance declined, however, in the long-distance running events, because the lower concentration of oxygen limited the aerobic capacity of the athletes. Consider some other examples of environmental factors, and explain what effects they can have on performance and why."

Students: "The weather can affect your performance either positively or negatively. For example, a tailwind will improve a cyclist's performance, but a headwind will impair it." "Extreme heat makes it more difficult for the body to cool itself and maintain a constant temperature, so prolonged exertion becomes more stressful, performance diminishes, and the danger of heat exhaustion or heat stroke increases. High humidity, which limits evaporation, reduces the cooling effect of sweating and adds to heat stress. Heavy sweating may result in a reduction of cardiovascular capacity as a result of fluid loss."

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- B2.3** describe the role of nutrition in supporting physical activity (*e.g., healthy nutrition maintains the nutrient balance needed to meet daily activity requirements; macronutrients provide energy and build muscle; micronutrients and hydration help the body function effectively*), and assess the nutritional needs of individuals or specific groups within the population in relation to their activity levels

Teacher prompt: "Compare the dietary needs of a person who is active and healthy, a person who would be considered sedentary, and a person who is a competitive athlete. What would each person need to consider in order to maintain a good balance between food intake and his or her daily energy needs? How do Canada's Food Guide and Canada's Food Guide – First Nations, Inuit and Métis help us identify the kinds and amounts of food that are needed for the body to function most effectively at a certain level of activity? What are the most important factors to consider?"

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- B2.4** assess the effects of various ergogenic (performance-enhancing) methods, substances, and equipment on human performance (*e.g., nutritional aids, such as caffeine or herbal supplements; pharmacological aids, such as anabolic steroids or pain-masking drugs; physiological aids, such as blood doping; psychological aids, such as relaxation or meditation; mechanical aids, such as performance-enhancing equipment*)

Teacher prompt: "People wanting to improve their physical performance sometimes turn to performance-enhancing methods, substances, or equipment known as 'ergogenic aids'. Some of these are legal, but others are illegal or banned from use in competition. Some may not give the performance boost that is claimed for them, and some may also be detrimental to human health. What criteria should be used to determine the appropriateness of using an aid to increase performance?"

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Teacher prompt: "Recent advances in prosthetic technology are now making it possible for athletes with physical disabilities to match the performance of able-bodied athletes, but questions have also been raised about whether prostheses provide a competitive advantage. In 2014, for example, Paralympic athlete Markus Rehm won the German long-jump championships but was excluded from participating in the European Athletics Championships on the grounds that his prosthesis enhanced his performance.

"Identify some recent technological advances that are now being used in various physical activities and sports, and assess their effectiveness, impacts, and implications. Do they actually increase performance? By how much? Do they require any changes in the way that the activity is performed? Do they have any physical side effects? Do they make physical activity and sports more accessible and inclusive for people with physical disabilities?"

C. BIOMECHANICS AND MOTOR DEVELOPMENT

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1.** demonstrate an understanding of the phases of movement and of physical laws and biomechanical principles related to improving movement;
- C2.** demonstrate an understanding of human growth and motor development, and apply it to the design of age-appropriate movement activities and to the enhancement of movement skills.

SPECIFIC EXPECTATIONS

C1. The Mechanics of Movement

By the end of this course, students will:

- C1.1** explain basic laws and concepts of physics that relate to human movement (*e.g., the concept of force and its relationship to motion, Newton's three laws of motion, types of motion, levers and the law of levers*)

Teacher prompt: “Newton’s laws of motion describe how the forces acting on a body determine its motion. There are three of these laws: the law of inertia, the law of acceleration, and the law of reaction. Identify and describe an example of each of Newton’s three laws of motion, and then explain how each law can be applied to human movement.”

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Teacher prompt: “Levers reduce the amount of effort that is needed to move something. In the human body, levers formed by our muscles and joints play a critical role in our ability to move. There are three types of levers. A class I lever has its fulcrum (the pivot point) between the force and the load. A class II lever has the fulcrum and force at opposite ends and the load in the middle. In a class III lever the fulcrum and load are at opposite ends and the force is applied in the middle. Think about an everyday activity (*e.g., nodding your head, walking up stairs, shovelling snow*), identify the type of lever that is used, and explain how that particular class of lever causes the desired movement. What type of lever is most commonly found in our bodies?”

Student: “When I’m shovelling snow, the loaded snow shovel is at the end of my arm, and my elbow joint acts as the fulcrum. The force required to lift the snow is generated by my biceps muscle and applied to my forearm, thus lifting the shovel upwards. Because the force is applied between the fulcrum and the load, this is a class III lever. This is the most common type of lever in the human body.”

- C1.2** describe the biomechanical principles that govern stability and human movement (*e.g., stability, maximization of force, linear motion, angular motion*), and explain how they can be applied to improve a movement or skill

Teacher prompt: “In the 1968 Olympics in Mexico, Dick Fosbury, an American high jumper, won the gold medal and set a new world record using a technique that had never been tried before. Until then, high jumpers traditionally cleared the bar while remaining head up, first throwing one leg over the bar and then the other (straddle style). Instead, Fosbury twisted and arched his body so that he went over head first, with his back next to the bar. Jumpers using the straddle technique had to generate enough energy on take-off to get their centre of mass over the bar, but with the Fosbury technique the jumper’s centre of mass actually stayed underneath the body and passed under the bar. By using the Fosbury flop, jumpers could thus clear a greater height using the same amount of energy they would have needed to clear a lower height with the straddle technique.

“Think of some advanced skills and techniques that have been developed in other sports: for example, the jump serve in volleyball, the bent arm pull in swimming, and quad jumps in figure skating. How has an improved understanding of biomechanical principles helped in creating these techniques? How can the understanding of these principles improve skill execution in any physical activity?”

C1.3 use appropriate laws of physics and/or biomechanical principles (*e.g., Newton’s third law of motion, principles of maximization of force and angular motion*) to analyse and improve the effectiveness or quality of a movement pattern used in a physical activity (*e.g., sprint start in track or swimming, overhead pass in volleyball, pirouette in a dance sequence*)

C1.4 apply their knowledge of the phases of movement to analyse movement patterns and enhance skill development in a variety of physical activities

Teacher prompt: “In a golf or field hockey swing, the backswing of the club or stick from the starting position occurs during the preparatory phase, the forward drive and moment of contact between the ball and the club or stick occur during the execution phase, and the decelerating motion of the club or stick after striking the ball occurs during the follow-through phase. Pick a movement in a physical activity that you are familiar with, and explain what happens in each of the phases of that movement when you perform it. How does knowing the phases of movement help you improve your technique in an activity?”

C2. Growth and Motor Development

By the end of this course, students will:

C2.1 identify the stages of human growth and development from infancy to adulthood, and describe the factors (*e.g., heredity, nutrition, physical activity, physical and social environment*) that affect physical growth and motor development

Teacher prompt: “Reflect on your own life to this point and think of some of the factors that have influenced your growth and development. How do factors such as heredity or nutrition affect your growth and development? Consider also factors in your physical and social environment, such as clean air and water, access to medical care, and opportunities for leisure and recreation, that might affect your overall development. Select a stage of development – infancy/toddlerhood, childhood, puberty/adolescence, early adulthood, or late adulthood – and identify the factors that have the most important effects on physical growth and motor development within that particular stage.”

C2.2 demonstrate the ability to design a movement-based activity appropriate to a particular age and stage of development

Teacher prompt: “In creating developmentally appropriate activities for a child, we need to consider the frequency, intensity, duration, and type of activity that will lead to optimal growth and development. The physical, cognitive, and social demands placed upon an individual child need to be suitable for his or her abilities and stage of development. It is also important to keep in mind that a stage of development can also include different phases. For example, in childhood, the fundamental movement stage of movement skill acquisition, which usually occurs between ages two and seven, includes two phases (rudimentary and fundamental) whose onset and duration can vary greatly, depending on the personal developmental factors affecting each child.

“How would you apply knowledge about what is developmentally or individually appropriate to the development of an activity for a particular age group, such as five-year-olds or eleven-year-olds, or for individuals with different abilities, such as those whose sight or hearing is impaired or who have other physical disabilities?”

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- C2.3** describe the stages of psychomotor learning (i.e., cognitive, associative, autonomous) and the role of feedback and transferability (e.g., *similarity of the ready position in basketball to that in cricket and field hockey*) in facilitating skill acquisition

Teacher prompt: “In the cognitive stage, an individual who is learning a skill is mainly trying to understand what the skill involves and what he or she has to do to perform it. In the associative stage, the learner is trying to put all of the different components of the skill together and perform them smoothly. The emphasis at this point is on practice, and feedback is particularly important as the person tries to refine the components of the skill and combine them efficiently. Individuals who reach the autonomous stage – and many do not – can perform the skill expertly and automatically, without having to think about how to do it.

“Transferability is the ability to take skills that you learned in one activity and apply them to another. It makes it easier for you to learn new activities because you don’t have to start from scratch. You are already past the cognitive stage for some of the skills you need. Suppose you are learning to serve a tennis ball, and you are already good at throwing a baseball (or a softball or cricket ball). What does an overhand throw in baseball have in common with serving a tennis ball? Which of the skills that you use in throwing a baseball would you also use in making a tennis serve? Are there any skills that you use in throwing a baseball that won’t help you serve a tennis ball? Does serving a tennis ball require any additional skills that you have not already learned in throwing a baseball?”

Recreation and Healthy Active Living Leadership, Grade 12

University/College Preparation

PLF4M

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course

A. LEADERSHIP

OVERALL EXPECTATIONS

By the end of this course, students will:

- A1.** demonstrate an understanding of the concept of leadership and of the attributes, skills, and styles needed to be an effective leader;
- A2.** demonstrate leadership skills in a variety of contexts related to healthy, active living;
- A3.** demonstrate an understanding of group dynamics, and apply teamwork skills in a variety of contexts related to healthy, active living.

SPECIFIC EXPECTATIONS

A1. Leadership Styles

By the end of this course, students will:

- A1.1** demonstrate an understanding of the concept of leadership, and compare various leadership styles and their use in a variety of situations (*e.g., using an empathetic style when the goal is to help others; using a transformational style when the goal is to create change; using an assertive or autocratic style in an emergency situation; using a democratic style to increase input, build consensus, and facilitate decision making; using a laissez-faire style when the participants understand the task and have the skills to be successful*)

Teacher prompt: “What do we mean by leadership? What does a leader do? There are many possible answers to these questions. That’s because many different kinds of people in our society can be leaders, and people can be leaders in different ways. Leaders also don’t have to be individuals. They can be groups. But all these different kinds of leadership have certain things in common, which is why we recognize them as leadership. Essentially, they are about one person or a group influencing others to work together to achieve a goal.”

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Teacher prompt: “The way in which people lead often depends on the context in which they are leading. Military leaders rely heavily, but not entirely, on an autocratic style. That’s partly because military organizations are very hierarchical and have a strong sense of tradition. It’s also because military leaders have to retain control and coordinate the activities of people in chaotic and dangerous situations. First Nation, Métis, and Inuit leaders tend to use a style that reflects an emphasis on spirituality and consensus. Leadership is seen as a responsibility to the community and not a way of achieving personal importance. A person who chairs a committee may use a democratic style in order to allow committee members who represent different interests and points of view and may have different kinds of expertise to reach an agreement that is acceptable to all or most of its members.

“Think of some of the different kinds of leadership positions that exist in our society and community today – for example, a police or fire chief, a political leader, a director of a daycare, a religious or spiritual leader, a business leader, or a leader of an environmental group. Within these different roles, which style or styles do these leaders tend to use, and why?”

- A1.2** identify the attributes and skills needed to be an effective leader (*e.g., personal attributes, such as integrity and empathy, self-knowledge, a sense of responsibility for one's own actions and learning, confidence and assertiveness; interpersonal skills, such as the ability to build commitment, empower others, recognize contributions and individual differences, build harmonious relationships; critical and creative thinking skills, such as the ability to evaluate past performance and determine what could have been done differently, to transfer learning to new situations, to plan ahead*) through analysis of the characteristics of effective leaders, including Canadian leaders in physical activity, recreation, and sport, and use this information as a basis for assessing their own leadership attributes and skills

Teacher prompt: “Is a leader born or made? How is a leader different from a manager? What are the personal attributes and skills that make someone an effective leader? Do you need all of them to be a leader? Think of a few people who exhibit great leadership qualities. What do they have in common? How are they different? What are the leadership skills that these people have that you would like to develop?”

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Teacher prompt: “Leadership can come from groups of people. In 2000, for example, Indigenous leaders and federal and provincial government representatives met in Alberta to affirm their commitment to improving the health, wellness, and quality of life of First Nation, Métis, and Inuit peoples through physical education, sport, and recreation. The meeting produced the Maskwachees Declaration, which identified the challenges these communities faced in achieving these goals and also the strengths that could support their efforts to achieve them. Can you think of other examples of leadership by a group of people and describe the attributes or skills that individuals in the group needed to make the group's leadership effective?”

- A1.3** demonstrate the ability (*e.g., through role play or simulation, case study analysis, leading a class activity such as a warm-up*) to select and apply the most appropriate leadership styles for achieving a specific objective in a variety of contexts related to healthy, active living (*e.g., using an assertive or autocratic style when teaching safety procedures for an activity; using a transformational style when encouraging the personal growth of group members in order to enhance group effectiveness; using an empathetic style when the goal is to meet needs within the group, such as resolving personal difficulties; using a democratic style when consensus is important, as in reaching agreement on a set of rules for a low organizational game or when working with classmates to decide on activities for a spirit day*)

Teacher prompt: “Although we have talked about many different leadership styles, it's important to recognize that leadership is not a black and white concept with set categories and static criteria. To be effective, leaders need to be flexible. Different situations may require different leadership styles or the use of more than one approach. Thus, while leaders may favour a certain style, they often use a blend of approaches. What leadership approaches would you use when organizing a class event, and why?”

Student: “My leadership approaches would depend on the situation and on the abilities and skills that I and other members of the group have. I would consider what my classmates want to do and what we want to achieve through the activity. Knowing that, I can then determine my role in the group and the roles of my classmates. Involving them in planning and making decisions increases my chances of success. By getting to know them better I can see what abilities and skills everyone has to contribute to the success of the activity.”

A2. Leadership Skills

By the end of this course, students will:

A2.1 demonstrate the ability to use communication skills (e.g., *expressing ideas, listening and responding to others, and interpreting information effectively; recognizing and understanding non-verbal signals and body language*) to develop healthy relationships and provide direction to participants involved in a variety of activities related to healthy, active living

A2.2 demonstrate the ability to use interpersonal skills (e.g., *active listening, negotiating skills, assertiveness skills*) and conflict resolution strategies (e.g., *approaching the conflict with a positive attitude; focusing on the problem, not the person; listening to all opinions before making judgements; demonstrating sensitivity to diverse individual needs*) to minimize and resolve conflicts when interacting with others

A2.3 demonstrate the ability to make decisions, set goals, and solve problems when in a leadership role, taking into consideration the viewpoints of oneself and others and the availability of resources (e.g., *make decisions about rule and equipment modifications to accommodate various levels of ability; set realistic goals, such as ensuring that every participant has an opportunity to be engaged and be active during the activity; devise an alternative plan of action to solve a problem*)

Teacher prompt: “You are planning an outdoor event that will take place next month. What will you do if you are unable to hold the event outside because of the weather?”

Student: “We have a few choices. If we have not planned to proceed ‘rain or shine’, we can move the event indoors. We will have to check in advance to make sure that the facilities are available or can be shared with other groups that have already booked them. We may also have to make some changes to the activities we planned. An alternative plan would be to postpone the activity to another day, but because that would have to be done at short notice, we would have to have a way of notifying all the participants quickly, perhaps through a message on the school website. In either case, we have to have our alternative plan in place well before the event, and we have to make sure that all participants know about it.”

A2.4 demonstrate the ability to use adaptive, organizational, and time management skills to plan physical activities (e.g., *plan a warm-up for a creative movement or fitness class that will fit a specific time frame; organize a class into fair teams; organize the equipment necessary to run an activity; be flexible when confronting last-minute challenges such as having to share facilities, having to reorganize teams because of a decreased number of participants, or having only a limited amount of equipment available; modify an activity to meet the needs of a student who uses an assistive device*)

A2.5 demonstrate the ability to apply leadership skills within the context of activities related to healthy active living objectives (e.g., *organize a dance class, an intramural activity such as a swim meet or a cross-country run, an in-class tournament, an assembly to increase awareness about how to reduce gender-based violence, sexual harassment, homophobia, racism or other forms of prejudice, such as discrimination based on age, size, or abilities, in the school community; teach a new skill/game to another class; invent or adapt a recreational game and present it to children with special needs; coordinate the promotion of a health fair*)

A3. Group Dynamics and Teamwork

By the end of this course, students will:

A3.1 describe factors that affect the interaction of people within groups (*e.g., presence or absence of a shared vision, group size, established norms, stages of group development, diversity of the group, skills and experiences of group members, personal biases, emotional comfort of group environment*)

A3.2 describe strategies that can be used to facilitate group effectiveness (*e.g., setting group norms, establishing a shared vision and goals, establishing a conflict resolution process, building consensus so that decisions are supported by most or all members of the group, using a quality review process to evaluate and improve the quality of the group's product as it is developed, celebrating success*)

Teacher prompt: "To achieve any of your goals, it is very important to understand that you must first be able to work effectively as a group. What strategies would help you to build cohesiveness within the group and then maintain your effectiveness as a group?"

Students: "Since we are from a variety of different home situations and backgrounds, we may have different expectations and experiences of how a group should function and how decisions should be made. I think we have to begin by considering what our purpose and goals are as a group so that we can move towards a shared vision. Establishing a shared vision will help to bring us together as a group, as we will then have at least one thing to unite us." "We need to create group norms or rules about how we will work together, such as agreeing to keep all members fully involved in the group's activities so that we each feel valued, to use respectful language to avoid unnecessary conflict, and to stay focused on the task so that we can do our best work." "We need to set up processes for making decisions as a group and resolving any conflicts that might arise. For instance, I think it will be more effective if all of us take part in resolving a conflict and take responsibility for whatever role we played in it. This will help all of us feel safer and more valued in the group and will give the group greater harmony and cohesion."

A3.3 describe individual behaviours and attitudes that contribute to effective teamwork and group success (*e.g., assuming roles, such as summarizer, task initiator, encourager, that enhance group cohesion and effectiveness; demonstrating commitment to the group process by abiding by group norms and processes, taking responsibility for carrying out tasks assigned by the group, sharing knowledge and expertise, building on the ideas of others; maintaining the cohesiveness of the group by working collaboratively, appreciating differences in people, being respectful of individuals and their contributions to the task*)

Teacher prompt: "Conflicts sometimes occur, even in very cohesive and effective groups. Group members may have different perspectives that reflect differences in their backgrounds, and their views may diverge over time. Sometimes conflict can be beneficial and lead to better decisions – opposing views can generate deeper thinking on issues – but conflict can also result because some members become obstructive and hinder the work of the group. How can we ensure that conflict within the group remains constructive, and how can we deal with obstructive behaviour and reinforce the group's effectiveness and cohesion?"

Students: "For conflict to be constructive, members of the group must be willing to respect and understand views that are different from their own. Individuals must feel safe to voice what they think." "On the other hand, behaviour that takes the form of dominating discussions, verbally attacking other group members, or distracting the group with trivial information is unproductive and needs to be addressed. Group members need to intervene and re-establish the norms and processes that the group has developed and agreed to. Using the negotiation and mediation skills that we've learned should help resolve these types of conflicts."

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Teacher prompt: “Everyone brings different abilities and skills to any team. When working as part of a team, each member takes responsibility for his or her share of the work to achieve the goals of the group. Why is this important to the success of a team? How can individuals contribute to a team’s effectiveness?”

Student: “The overall effectiveness of a team depends on how well and how reliably each member performs his or her share of the work. Apart from doing our own work well, we can contribute to the team’s effectiveness by sharing information, resources, and expertise and by giving positive feedback and encouragement to other team members.”

- A3.4** demonstrate the ability (*e.g., through simulations, initiative games, and problem-solving exercises; by organizing and running a tournament for the class*) to use a variety of strategies and teamwork skills to facilitate group effectiveness in achieving goals related to healthy, active living

B. FACILITATION OF RECREATION AND LEISURE

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1.** identify and explain the benefits of lifelong participation in active recreation and healthy leisure, and demonstrate an understanding of factors that enable and constrain participation in active recreation and healthy leisure activities;
- B2.** demonstrate the ability to plan and coordinate an event related to healthy, active living;
- B3.** demonstrate an understanding of safety procedures needed for injury prevention in a variety of activities related to healthy, active living.

SPECIFIC EXPECTATIONS

B1. Promotion of Lifelong Participation

By the end of this course, students will:

- B1.1** explain the terms *active recreation* and *healthy leisure*, and describe the potential social, economic, and environmental benefits that active recreation and healthy leisure can provide for a community (e.g., **social:** *enhancement of family and other social bonds, promotion of empathy and equity, reduction of isolation and alienation through participation in shared activities*; **economic:** *employment, reduction of health care costs and productivity losses*; **environmental:** *reduction of carbon emissions and emissions of other air pollutants through use of active transportation*)

Teacher prompt: “Active recreation pursuits and healthy leisure pursuits are of great benefit to both individuals and the entire community. How are active recreation and healthy leisure pursuits similar to each other, and what is the fundamental difference between them? How does each type of pursuit contribute to healthy living?”

Students: “Leisure is defined as our free time. Recreation is what we do during our free time for relaxation and enjoyment. Active recreation involves physical activities such as walking, biking, and sports, and healthy leisure involves any non-physical leisure activities that promote our personal health. For example, reading, listening to music, and socializing are all healthy leisure activities because they can be relaxing, but they can’t be considered active recreation.” “Both active recreation and healthy leisure are important components of a balanced life, and both contribute to mental health, relaxation, and stress reduction. Because it involves physical activity, active recreation also provides important physical health benefits.”

Teacher: “Active recreation and healthy leisure contribute to healthy communities. What can communities do to encourage active recreation and healthy leisure?”

Student: “Communities can provide facilities, such as parks, libraries, playgrounds, and pools, that encourage active recreation and healthy leisure. By considering active recreation initiatives, such as extending the amount of green space, for example, communities can increase opportunities for outdoor recreation and leisure and also benefit the environment.”

- B1.2** explain why lifelong participation in active recreation and healthy leisure is an important contributor to one’s quality of life and well-being (*e.g., improves and maintains personal health-related fitness; helps prevent or manage chronic disease; has a positive influence on mental health; creates time for family bonding; improves social networking and creates opportunities for developing and strengthening personal relationships*)

Teacher prompt: “Participating in active recreation and healthy leisure is extremely important if you want to maintain a good quality of life, but some people find that their overall activity levels decline as they get older. Why is it important for people to remain involved in a variety of activities at each stage of their lives?”

Student: “Participation in active recreation and healthy leisure helps balance the everyday stresses in life and can be a good coping mechanism when stress is really high. It can also help people cope with illness, because it may help them feel that they have some control over their own bodies. To have a good quality of life, you need to have a balance among work, family, and your own interests. Being involved in active recreation or healthy leisure activities that you like helps to maintain that balance.”

- B1.3** describe motivational factors (*e.g., physical health benefits, stress management benefits, enjoyment, opportunities for learning new skills, social interaction*) and potential challenges (*e.g., financial constraints; lack of programs; lack of facilities or poor access to facilities; transportation difficulties; restrictions related to family values, social, or cultural norms; language barriers; low level of fitness; poor environmental conditions*) that affect lifelong participation in active recreation and healthy leisure, and identify strategies for overcoming these challenges (*e.g., overcome financial and time constraints by identifying inexpensive and convenient recreational resources within the community, such as community education or recreation programs and worksite programs, or by planning social activities that involve physical activity*)

Teacher prompt: “What encourages you to participate in active recreation, and what helps to keep you involved?”

Student: “Fitness is important for me, but coming from an Anishnaabe background, I am also interested in activities that relate to my culture. Along with some other girls, I recently learned the art of hoop dancing and the life teachings that accompany the dance. It combines physical conditioning with the artistry and traditions of our culture. The hoops represent unity, and the various formations symbolize the interconnectedness of all the races of humankind and all of creation. Participating in hoop dancing gives me feelings of satisfaction and confidence.”

- B1.4** demonstrate an understanding of promotional strategies that are sensitive to the diversity of the community, and apply them to communicate the benefits of lifelong participation in active recreation and healthy leisure

Teacher prompt: “What promotional strategies could be used to encourage students from diverse backgrounds to participate in active recreation and healthy leisure activities?”

Student: “When planning and promoting opportunities for physical activity, we always need to keep the interests of all audiences in mind. Making sure that a wide mix of students is involved in the planning can help to make sure that the activities that are promoted appeal to students from a variety of social and cultural backgrounds.”

B2. Event Planning and Coordination

By the end of this course, students will:

- B2.1** demonstrate the ability to use an assessment process (*e.g., survey, interview, interest checklist, committee brainstorming session*) to gather information about the characteristics and requirements of a target group before organizing an event (*e.g., size of the group; age, sex, diversity, skills, abilities, and interests of the participants*)

Teacher prompt: “One suggestion for reducing harassment within the school is to provide opportunities for students to be involved in physical activities during lunch and after school. Before we can plan the activities, we will need to find out more about the interests and skill levels of the students. How can we get this information?”

Students: “We could create survey questions and get the teachers to distribute them a few days before we want to collect the information, so that the students will have a chance to read them and think about what they want. But first we need to brainstorm as a group to determine what information we actually need from them in order to create the survey questions.” “The survey could include questions that ask the students to describe the types of physical activities they enjoy. Do they like activities that come from other parts of the world? Do they prefer team or individual activities, indoor or outdoor settings? Which day of the week is best for them? What skill level do they prefer? And so on. After a couple of days we could visit each class and talk to the students. If they have a list of suggestions, we could review it with them. If not, then we could create one with them. We could also complete the survey with them during the class visit. That way we would be sure to get the information we need.”

- B2.2** demonstrate the ability to analyse the information gathered from the assessment process and incorporate the results into a plan for an event (e.g., *prioritize needs to make sure the event meets those that are most important; identify physical, personal, and financial resources needed; identify community partnerships that could facilitate access to resources; determine availability and accessibility of facilities and equipment and supervision requirements*)

Teacher prompt: “Consider the following: Are the assessment results consistent enough to use as a basis for your decisions? Have different interests and different skill levels and abilities been considered? Also, do you have enough facility space to do everything the participants might want to do? Will you have enough supervision and administrative support? How will this information affect your plan?”

- B2.3** develop an action plan, using the results gathered from the assessment process, to run an event that promotes healthy, active living (e.g., *create an event committee and determine roles; establish goals; identify tasks to be completed; establish timelines; consider budget needs; consider strategies to minimize environmental impact; establish safety procedures; establish criteria for assessing the success of the event*)

- B2.4** identify and apply strategies for effectively communicating information about an event to a target group (e.g., *poster advertising; targeted electronic communication, including social media; presentations to the target group*)

Teacher prompt: “The school is thinking of organizing a leave-your-car-at-home day to raise awareness of pollution from motor vehicles and to promote the benefits of the various forms of active transportation, like walking, biking, rollerblading, or skateboarding. What strategies will you use to promote the event and the benefits of active transportation?”

Students: “Different audiences require different approaches. Our most important audience is in the school – students, teachers, and staff. We can reach them by making public service announcements over the PA, distributing flyers to every classroom, and posting displays in the halls. We can also target groups outside the school. We can inform parents of the event and the reasons behind it by sending flyers home with students and posting information on the school website. We can target the public outside the school community by putting messages on the school sign, asking merchants to display our posters in their windows, and sending news releases to the local newspaper and radio stations.” “What we say to each target audience will depend on the media we use and on the particular interests and concerns of the different audiences. In all cases, however, the basic message will be the same: Use your car less and use active transportation more. It’s easier than you think, it’s good for the environment, and it’s good for your health.”

- B2.5** demonstrate the ability to implement an action plan to run a healthy active living event, evaluate its success on the basis of pre-established criteria, and make recommendations for improvements

Teacher prompt: “After celebrating the success of your event, it is important to reflect on how well you met the criteria that you established in your action plan. This reflection will help you determine what you did well and what you need to improve to make future events even more successful. What did you learn from your experience? In what way did you meet the criteria you established in your action plan, and what changes do you need to consider in order to achieve better results for your next event?”

Student: “The goals of the event met the needs of our target group, who wanted to improve their sending skills and learn some new games. It was also important for them to be in an environment where they felt comfortable enough to try new things, and the activities had to be fun. We accomplished all of these goals. Giving them time to practise their skills raised their comfort level, and we introduced two new games that they enjoyed. Since they were not well-known games, everyone was starting at the same point and no one had a skill advantage. We had no safety problems, and overall we were successful in meeting the needs of the target group. However, we did have scheduling challenges. We should have given more thought to how we would split the available time between practising new skills and actually playing games. Next time, I think we need to appoint a timekeeper to keep the event running smoothly. We also need to clarify our roles more frequently so we can make sure that all tasks get done as planned.”

B3. Safety and Injury Prevention

By the end of this course, students will:

- B3.1** describe current guidelines, procedures, and contingency plans (*e.g., school board and provincial safety guidelines, procedures for obtaining informed consent, emergency action plans*) for ensuring the safety of participants in activities related to healthy, active living within their school community
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- B3.2** demonstrate the ability to apply procedures for preventing injuries in a variety of activities related to healthy, active living (*e.g., following the board’s risk management guidelines, using protective equipment, identifying hazards within the event area and bringing attention to them, following fire regulations*)
- Teacher prompt:** “When planning an event, we need to develop an emergency action plan that adheres to the board’s risk management guidelines and the school’s safety policies and procedures. What other steps can we take to avoid injuries during physical activity?”
- Student:** “We can also go through a safety checklist before beginning the activity. The checklist would include such questions as: Is there appropriate supervision in place or a qualified instructor to lead the activity? Have the activity area and equipment been inspected? Is there a fully stocked and readily available first-aid kit? Is the emergency action plan in place? Can students of all abilities participate safely?”
-
- B3.3** demonstrate an understanding of skills needed by first responders (*e.g., qualified first-aid personnel, including those with cardiopulmonary resuscitation [CPR], emergency first aid, or aquatics certification and individuals trained in the use of an automated external defibrillator [AED]*) to respond to medical emergencies in a variety of physical activities

Teacher prompt: “When planning an event, you need to make sure that procedures are in place for ensuring the safety of both participants and spectators. Events should be overseen by qualified supervisors so that the risk of injury is minimized, but qualified first responders should also be available so that medical emergencies can be dealt with immediately. Think of some different events you might be involved in planning and the kinds of medical emergencies that might arise. What types of skills would first responders need to respond to those emergencies? Who would have those skills?”

C. MENTORING DEVELOPMENT

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1.** demonstrate an understanding of mentorship and the methods used by effective mentors to contribute to the growth and development of others;
- C2.** demonstrate the ability to help others develop and implement a personal healthy active living plan.

SPECIFIC EXPECTATIONS

C1. Mentorship

By the end of this course, students will:

- C1.1** describe the concept of mentorship, and identify the attributes of an effective mentor (*e.g., is a coach, a motivator, an effective communicator, and a role model; shares knowledge, skills, and expertise; provides guidance and effective feedback; empowers others*)

Teacher prompt: “What does the term *mentorship* mean, and what attributes are important to be an effective mentor?”

Student: “Mentorship is a relationship between two people in which one person has knowledge, skills, or experience that he or she is willing to share with the other person. An effective mentor is genuinely interested in people and willing to spend time helping others. An effective mentor should be able to build respectful relationships and have the ability to encourage and motivate others and help them gain confidence. For instance, I have a mentorship relationship with a younger student who is new to Canada, and I am helping him to adjust to his school and get involved with activities so he can meet friends. I sometimes encourage him to join intramural activities with me, and I help him learn the games. He asks me questions about all sorts of things, and I try to give him the best guidance I can or encourage him to talk to someone else who can help him. I also spend time with him to help him improve his reading and writing so he can be successful here. I can really see the change in his level of confidence and his language skills since I became his mentor, and he is starting to get involved in physical activities without me.”

- C1.2** explain how an effective mentor contributes to the growth and development of others (*e.g., establishes a relationship with others to build trust; motivates others to increase their own self-worth; coaches others to develop their skills and acquire an appreciation for learning; empowers others to make them feel valued and safe and willing to try new things*)

Teacher prompt: “When thinking about making a change in their lives and attempting something new, people are often apprehensive. Taking the first step involves a certain amount of risk, and they may not feel confident about their ability to succeed. What do you need to do as an effective mentor to help someone overcome a lack of confidence? How would you establish a trusting relationship with that person? What would you need to do to help the person you are coaching meet his or her goals?”

- C1.3** demonstrate the ability to use mentorship skills in a variety of contexts related to healthy, active living (e.g., be a role model; share knowledge and expertise during physical activities; encourage others to try new activities by joining clubs, teams, or committees; encourage others to set goals or improve skills to enhance their personal well-being; provide meaningful feedback in a non-judgemental manner when coaching others toward their goals)

C2. Healthy Active Living Plan

By the end of this course, students will:

- C2.1** describe how healthier choices related to physical activity, healthy eating, and other aspects of everyday living (e.g., limiting screen time and increasing participation in a variety of physical activities that provide cardiovascular and muscular endurance, muscular strength, or flexibility benefits; eating balanced meals; choosing nutritious snacks; managing stress; getting enough sleep; making choices with personal safety in mind) contribute to better physical, mental, and social health and greater personal well-being

Teacher prompt: “Making healthier choices can affect your health in many ways, because health has many dimensions. What does social health mean? How do healthier choices contribute to better social health?”

Student: “Social health refers to your health and well-being in relation to your interactions with others directly and with the community as a whole. Being socially healthy includes knowing and understanding yourself and being able to use that knowledge to help you relate to others. On a community level, social health could be related to equity, inclusion, and the social structure of our communities and neighbourhoods. In a socially healthy community, people would have access to other people, groups, and organizations that provide support and opportunities for healthy interaction.”

- C2.2** demonstrate the ability to assist “clients” (e.g., other students in the class or younger students in health and physical education classes scheduled during the same time block, fictitious clients) in selecting and using a variety of appraisal methods and resources to assess personal physical activity levels, fitness, and eating patterns (e.g., *Physical Activity Readiness Questionnaire-Plus [Par-Q+]*; *Canadian Society for Exercise Physiology Physical Activity Training for Health [CSEP-PATH]*; *Canadian Physical Activity Guidelines*; *Start Stop Continue assessment technique*; *Canada’s Food Guide and Canada’s Food Guide – First Nations, Inuit and Métis*; other health-related fitness appraisals; daily food and activity journals; software programs)

Teacher prompt: “Some friends have asked you to advise them on making changes that will help them lead healthier, more active lives. For convenience, we’ll refer to them as your clients. What appraisal methods and resources might you advise your clients to use to assess their current physical activity levels, fitness, eating patterns, and overall health, and how would you help them use them?”

Student: “Even if my clients already want to improve their fitness, they will still need to use appropriate appraisal tools to determine what their current level of fitness actually is. We need to select health-related fitness assessments that are appropriate for their current levels of fitness and fitness goals and that they are comfortable doing. Once completed, these will give them information about their current cardiorespiratory fitness and their muscle strength, muscular endurance, and flexibility. The best results can be obtained by giving them a choice of two or three different assessments, and letting them choose which ones they want to do and in what order. They can then use these results to set goals related to increasing their involvement in physical activity. Before becoming more physically active and doing any of the fitness assessments, however, they should complete the Physical Activity Readiness Questionnaire to make sure they can safely begin to increase their activity levels. To assess their current eating patterns, they can use Canada’s Food Guide or Canada’s Food Guide – First Nations, Inuit and Métis.”

- C2.3** demonstrate the ability to assist “clients” in interpreting appraisal results and using the information to make changes in their daily lives that are related to physical activity, fitness, healthy eating, and other factors that affect overall health (*e.g., before analysing the results, reassure clients that their information will remain confidential; assist clients in identifying their needs and interests and understanding the multiple factors that influence their current health and activity practices as revealed by their assessment information; assist clients in using their assessment information to establish and prioritize fitness, physical activity, healthy eating, or broader health goals; support clients in setting achievable short-term goals to maintain participation*)

Teacher prompt: “Once your clients have completed their physical activity and nutritional assessments, you can help them interpret the results and set their goals. You could begin by introducing them to the Canadian Physical Activity Guidelines, the Canadian Sedentary Behaviour Guidelines, and Canada’s Food Guide and showing them how to use these guides when setting and managing goals. For example, comparing their activity level assessments with the recommendations in the physical activity and sedentary behaviour guidelines will help your clients determine some of the things they could do to improve their level of physical activity. Similarly, comparing their nutrition assessments with the recommendations in Canada’s Food Guide will help them identify affordable and relevant changes that they should make to their eating habits. This and the other health-related fitness information that you and your clients have collected will give your clients a range of options from which they can choose priorities, set realistic goals, and make the changes needed to achieve them.”

- C2.4** demonstrate the ability to assist “clients” in designing and following a personal healthy active living plan (*e.g., collaborate with clients to create individual plans; motivate clients to apply strategies that will help them achieve goals within their plans; encourage a commitment to action; provide specific feedback and praise on a regular basis; support clients in assessing progress and making revisions to their plans; celebrate their successes*)

Teacher prompt: “How do you help a client who would like to make several changes in his or her activity and eating habits but is having a difficult time getting started? How do you help a client who sets unrealistic goals or unrealistic timelines for achieving them and doesn’t understand why his or her plan is not sustainable? How do you help such a client set realistic goals?”

- C2.5** identify community resources and support services related to physical activity, healthy eating, and personal well-being (*e.g., public health units, credible and accurate websites, youth centres, recreation centres*)

APPENDIX

Learning Summaries by Strand

The charts on the following pages provide a summary of the key topics and/or skills, concepts, and strategies covered by the expectations in each strand from Grade 9 to Grade 12 in the Healthy Active Living Education courses. The focus of each expectation is conveyed in just a few words, in order to give teachers a quick overview of the strand across all grades. For complete information about age-appropriate content, scope, and depth of coverage at each grade level, educators should consult the full text of the expectations and the accompanying examples, prompts, and responses.

In the Active Living and Movement Competence strands, some expectations are common to several grades. In these cases, shaded arrows indicate the sequence of grades to which the expectation applies. Although the focus of these expectations remains the same, some aspects of the learning may vary in an age-appropriate way from one grade to another.

The charts for the Healthy Living strand reproduce the summary charts that are found at the beginning of this strand for each grade. These charts allow readers to see how individual topics relate both to the other health topics and to the broader overall perspectives from which they are to be addressed within the curriculum (Understanding Health Concepts, Making Healthy Choices, and Making Connections for Healthy Living).

Student learning related to the Living Skills expectations takes place in the context of learning in all strands and should be evaluated within these contexts. Opportunities for teaching living skills within the context of a particular expectation are indicated, where applicable, by the inclusion of the relevant skill codes in square brackets – PS for Personal Skills, IS for Interpersonal Skills, and CT for Critical and Creative Thinking.

All of the charts include a summary of the learning in Grades 7 and 8. This has been included to help educators manage the transition and make connections between the elementary and secondary grades. To view the elementary curriculum expectations in full, see www.edu.gov.on.ca/eng/curriculum/elementary/health.html.

ACTIVE LIVING LEARNING SUMMARY – KEY TOPICS*

A1. Active Participation			A2. Physical Fitness				A3. Safety				
Grade 7	A1.1 Participation in program activities; behaviours showing readiness [PS, IS]	A1.2 Enjoyment of activity (diverse indoor/outdoor activities) [PS]	A1.3 Factors that motivate or impede participation (in and outside of school) [CT]	A2.1 Daily physical activity (DPA) – sustained, moderate to vigorous activity, 20 minutes per day, including warm-up and cool-down [PS]	A2.2 Factors affecting fitness; application of training principles [CT]	A2.3 Assessment and monitoring of health-related fitness [PS, CT]	A2.4 Developing a plan to meet health-related fitness goals; [PS, CT]	A3.1 Behaviours and procedures that maximize safety of self and others [PS, IS]	A3.2 Procedures for anticipating and responding to outdoor hazards [PS, CT]	Grade 7	
Grade 8			A1.3 Personal motivating factors; influencing others [CT]		A2.2 Health-related and skill-related components of fitness; use of training principles to enhance fitness [CT]				A3.2 Responding to emergency situations [PS, CT]	Grade 8	
Grade 9	A1.1 Active participation; choosing from a wide and varied range of activities [PS, IS]	A1.2 Factors contributing to enjoyment and lifelong physical activity; overcoming challenges [PS, CT]	A1.3 Positive social and ethical behaviours that contribute to enjoyable participation [PS, IS]	A2.1 Sustained moderate to vigorous physical activity (20 minutes) [PS]	A2.2 Short- and long-term benefits of health-related and skills-related fitness; training principles [PS, CT]	A2.3 Assessment of health-related fitness; monitoring of changes [PS, CT]	A2.4 Developing, implementing, revising a personal fitness plan [PS, CT]	A3.1 Behaviours and procedures for maximizing safety of self and others in a variety of settings [PS, IS, CT]	A3.2 Responding in emergency situations [PS, IS, CT]	A3.3 Cardiopulmonary resuscitation techniques [CT]	Grade 9
Grade 10					A2.2 Factors affecting physical fitness; benefits of fitness and healthy, active living [PS, CT]				A3.2 Resources for responding in emergency situations [PS, CT]	Grade 10	
Grade 11	A1.1 Active participation; choosing from a wide and varied range of activities in a variety of settings [PS, IS]	A1.2 Holistic benefits of lifelong physical activity; strategies for remaining active for life [PS, CT]	A1.3 Positive social and ethical behaviours that contribute to enjoyable participation; leadership [PS, IS, CT]		A2.2 Strategies for achieving short-term physical activity goals, lifelong wellness and active living goals [PS, IS, CT]	A2.3 Assessment of health-related fitness; monitoring of changes related to personal fitness and activity goals [PS, CT]	A2.4 Personal fitness plan – emphasis on lifelong wellness, active living; strategies for remaining active [PS, CT]		A3.2 Procedures for ensuring safety at activity sites and events [CT]	Grade 11	
Grade 12		A1.2 Assessment of community facilities for supporting lifelong physical activity [PS, CT]			A2.2 Evaluating effectiveness of programs, approaches, and equipment for achieving activity and fitness goals [PS, CT]				A3.2 Assessment of community and other resources for assistance in emergency situations [CT]	Grade 12	

* See page 201 for important information about the content, purpose, and design of this chart.

MOVEMENT COMPETENCE LEARNING SUMMARY: SKILLS, CONCEPTS AND STRATEGIES*

B1. Movement Skills and Concepts				B2. Movement Strategies				
Grade 7	B1.1 Static & dynamic balance – weight transfers, rotations, with others and equipment [PS, IS] <ul style="list-style-type: none"> • <i>Concepts:</i> all, with focus on effort and relationship 	B1.2 Locomotor movements, with/without equipment; responding to external stimuli [PS] <ul style="list-style-type: none"> • <i>Concepts:</i> space, effort, and relationship 	B1.3 Sending, receiving, and retaining – in relation to others, in response to external stimuli [PS, IS] <ul style="list-style-type: none"> • <i>Concepts:</i> focus on effort, relationship, movement principles 	B1.4 Applying understanding of phases of movement to refine skills [PS]	B2.1 Applying understanding of activity components; variety of physical activities; indoor and outdoor environments [IS, CT]	B2.2 Categories of games and activities – common features and strategies [CT]	B2.3 Tactical solutions to increase success in activities [IS, CT]	Grade 7
Grade 8						B2.2 Transferability of skills, concepts, and strategies between activities [CT]		Grade 8
Grade 9	B1.1 Combining stability and locomotor skills; variety of activities; responding to external stimuli [PS, IS, CT]	B1.2 Combining locomotor and manipulation skills; variety of activities; responding to external stimuli [PS, IS, CT]	B1.3 Phases of movement; refining skills; variety of activities [PS, CT]	B1.4 Movement principles; refining skills; variety of activities [PS, CT]	B2.1 Understanding activity components; wide variety of physical activities; indoor and outdoor environments [IS, CT]	B2.2 Identifying and implementing tactical solutions to enhance success [PS, IS, CT]	B2.3 Understanding how ability to apply skills, concepts, and strategies affects competence, confidence, and desire to participate [PS, CT]	Grade 9
Grade 10								Grade 10
Grade 11			B1.3 Phases of movement; refining skills; lifelong activities [PS, CT]		B2.1 Applying understanding of activity components; diverse physical activities suited to individual interests and abilities; indoor and outdoor environments [PS, IS, CT]	B2.2 Identifying and implementing tactical solutions to enhance success; individual, sports, and/or recreational activities [PS, IS, CT]	B2.3 Personal competence, confidence, and lifelong participation [PS, CT]	Grade 11
Grade 12								Grade 12

* See page 201 for important information about the content, purpose, and design of this chart.

HEALTHY LIVING LEARNING SUMMARY: KEY TOPICS*

Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living	
Grade 7	Healthy Eating	C2.1 Food choices and health problems [CT]	C3.1 Healthy eating practices and routines	
	Personal Safety and Injury Prevention	C1.1 Benefits and dangers – technology	C2.2 Impact – bullying/harassment [IS,CT]	
	Substance Use, Addictions, and Related Behaviours	C1.2 Mental health, substances, support [PS]	C2.3 Body image, substance use [PS,CT]	C3.2 Implications of substance use and addictions [CT]
	Human Development and Sexual Health	C1.3 Delaying sexual activity C1.4 Sexually transmitted infections (STIs) C1.5 STI and pregnancy prevention	C2.4 Sexual health and decision making [PS]	C3.3 Relationship changes at puberty [IS,CT]
Grade 8	Healthy Eating	C1.1 Nutrients	C2.1 Food choices – criteria [CT]	C3.1 Promoting healthy eating [CT]
	Personal Safety and Injury Prevention	C1.2 Reducing risk of injuries, death [PS,CT]	C2.2 Assessing situations for potential danger [CT]	C3.2 Impact of violent behaviours; supports [CT]
	Substance Use, Addictions, and Related Behaviours	C1.3 Warning signs, consequences	C2.3 Mental health, stress management [PS]	
	Human Development and Sexual Health	C1.4 Decisions about sexual activity; supports [PS] C1.5 Gender identity, sexual orientation, self-concept [PS]	C2.4 Decision making, contraception [IS,CT]	C3.2 Relationships and intimacy [IS,CT]
Grade 9	Healthy Eating	C1.1 Connection to holistic health: physical, mental, emotional, spiritual [PS,CT]	C2.1 Healthy eating plans [PS,CT]	C3.1 Food and beverage choices – environmental, social factors [IS,CT]
	Personal Safety and Injury Prevention	C1.2 Technology – benefits and risks, safe use [IS,CT]		C3.2 Mental health concerns – warning signs and responses [PS,IS] C3.3 Responding to bullying/harassment (including sexual harassment, gender-based violence, homophobia, racism) [PS,IS,CT]
	Substance Use, Addictions, and Related Behaviours	C1.3 Resilience – protective and risk factors [PS,CT]		C3.4 Social influences; decision-making, communication skills [IS,CT]
	Human Development and Sexual Health	C1.4 Preventing pregnancy and STIs C1.5 Factors affecting gender identity and sexual orientation; supports [PS]	C2.2 Relationships – skills and strategies [PS,IS] C2.3 Thinking ahead about sexual health, consent, personal limits [PS,CT]	

* See page 201 for important information about the content, purpose, and design of this chart.

	Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Grade 10	Healthy Eating		C2.1 Eating habits and choices – physical and emotional factors [PS,CT] C2.2 Nutritional implications of dietary choices and trends [PS,CT]	C3.1 Using consumer influence to promote healthy eating [CT]
	Personal Safety and Injury Prevention	C1.1 Mental health – factors that enhance [PS,IS]	C2.3 Conflict – within oneself and with others; resolution strategies [PS,IS,CT]	C3.2 Minimizing health and safety risks – physical and personal environment [PS]
	Substance Use, Addictions, and Related Behaviours	C1.2 Effects on health and well-being [PS]	C2.4 Responding to challenges involving substance use or addictions – use of living skills [PS,IS,CT]	C3.3 Addiction-related issues – local, national, and global [CT]
	Human Development and Sexual Health		C2.5 Decision making, communication, healthy sexuality [PS,IS,CT]	C3.4 Misconceptions relating to sexuality [CT] C3.5 Relationships – effects on self and others [PS,IS,CT]
Grade 11	Healthy Eating	C1.1 Impact of diseases and health conditions on nutrition requirements and food choices		C3.1 Current issues related to food and/or nutrition [CT]
	Personal Safety and Injury Prevention	C1.2 Actions, risks, and influencing factors [PS] C1.3 Suicide – warning signs and prevention strategies [IS]	C2.1 Strategies for making safer choices [PS,IS,CT]	C3.2 Behaviours associated with risk – social impacts, costs, and ways of preventing [IS,CT]
	Substance Use, Addictions, and Related Behaviours		C2.2 Connections between substance use, addictive behaviour, and physical and mental health; making safer choices [PS,CT]	C3.3 Risk factors and supports [PS,IS,CT]
	Human Development and Sexual Health	C1.4 Mental illness, addictions – causes, manifestations, and effects on personal health and well-being	C2.3 Reproductive and sexual health; proactive health measures [PS,CT]	C3.4 Skills for dealing with stressful situations [PS,IS] C3.5 Mental illness – reducing stigma [PS,IS,CT]
Grade 12	Healthy Eating		C2.1 Making healthy eating decisions in different contexts [PS,CT]	C3.1 Personal circumstances and healthy eating [CT]
	Personal Safety and Injury Prevention	C1.1 Harassment, violence, abuse – effects, legal implications, and responses [IS,CT]	C2.2 Using living skills and supports to reduce vulnerability to harassment, violence, abuse [PS,IS,CT]	C3.2 Harassment, violence, abuse in local and global contexts – resources, supports, and responses [IS,CT]
	Substance Use, Addictions, and Related Behaviours	C1.2 Consequences of substance misuse – short-term, long-term, legal [CT]	C2.3 Developing resilience, making healthy choices [PS,IS,CT]	C3.3 Local and international trends and issues [CT]
	Human Development and Sexual Health	C1.3 Skills and strategies for evolving relationships [PS,IS,CT]	C2.4 Identifying personal aptitudes and interests; developing life plans [PS] C2.5 Maintaining health and well-being when independent [PS,CT]	C3.4 Bias and stereotyping in media portrayal of relationships [CT]

GLOSSARY

The definitions provided in this glossary are specific to the curriculum context in which the terms are used.

abstinence. A conscious decision to refrain from a behaviour or activity. This document uses the term in reference to abstinence from all forms of sexual intercourse and other sexual activities.

abusive behaviour. Behaviour that is intended to intimidate, isolate, dominate, or control another person, which may be a single incident or a pattern of behaviour. Abusive behaviour includes physical abuse, sexual abuse and exploitation, neglect, emotional maltreatment, and exposure to domestic violence.

active listening. A communication skill in which the listener focuses closely on the speaker's verbal and nonverbal messages and summarizes these messages to confirm understanding.

active transportation. Any type of human-powered transportation – walking, cycling, skateboarding, wheeling a wheelchair, and so on – used to get oneself or others from one place to another. Active transportation may include a combination of methods, such as combining human-powered motion with public transportation.

addiction. A physiological and psychological dependence on a substance or behaviour, such as alcohol or gambling.

aerobic activity. A type of exercise that increases the body's demand for oxygen because of the continuous use of large muscles and a temporary increase in respiration and heart rate. Aerobic activity contributes to improving the efficiency of the heart, lungs, and circulatory system in using oxygen.

agility. A skill-related component of physical fitness that relates to the ability to change the position of the body with speed and accuracy while moving from one point to another. *See also skill-related fitness.*

allergen. A substance that can cause an allergic reaction. While food is one of the most common allergens (most typically, peanuts, tree nuts, seafood, egg and milk products, wheat, soy, sesame seeds, mustard, and sulphites), medicine, insect stings, latex, and exercise can also cause a reaction. (Adapted from Anaphylaxis Canada, "Anaphylaxis 101", www.anaphylaxis.ca/en/anaphylaxis101/index.html [accessed January 27, 2015].)

allergies and sensitivities. Two types of reactions to foods and other substances or chemicals (*see allergen*). Food allergies are caused by the body's immune system reacting inappropriately to particular proteins in a food, whereas food intolerances are usually related to the body's inability to digest particular foods. Some allergic reactions can be life-threatening. *See also anaphylaxis.*

anaphylaxis. The most serious type of allergic reaction. It can progress quickly and, without proper medical attention, it can be life-threatening. (Adapted from Anaphylaxis Canada, "Anaphylaxis 101", www.anaphylaxis.ca/en/anaphylaxis101/index.html [accessed January 27, 2015])

assault. The intentional direct or indirect application of force to another person, or the attempt or threat to do so. (Adapted from the *Criminal Code*, RSC 1985, c. C-46, s. 265 (1).)

automated external defibrillator (AED). A portable electronic device that an untrained person can use to check the heart rhythm of another person. It recognizes rhythms that are not regular and uses voice prompts and messages to guide the rescuer to use the machine to provide a shock to the heart. The shock helps the heart to re-establish a regular rhythm.

balance. A skill-related component of physical fitness that relates to the ability to maintain equilibrium while stationary (static balance) or moving (dynamic balance). *See also* **skill-related fitness.**

beep baseball. A striking/fielding game in which offensive players work in teams to strike a ball, then score runs by running to a base that is activated to make a sound or a beep. Fielding players work together with spotters, who help to identify ball position using a numbering system. The game is designed to be played by blind and visually impaired players along with a sighted pitcher and catcher.

bisexual. A person who is emotionally/romantically/sexually/physically attracted to and/or involved with both men and women. *See also* **sexual orientation.**

bocce. A target game in which teams attempt to score by throwing (or “bowling”) larger balls as close as possible to a smaller ball (a “jack”).

body awareness. *See* **movement concepts.**

bouldering. A type of rock climbing that involves using power, strength, creativity, and problem-solving skills to navigate up or across a rock surface that is close to the ground. Bouldering can be done in natural or artificial settings with limited equipment.

breath sound check. A self-assessment tool in which participants can monitor the intensity of an exercise or activity. When participants can “hear their own breathing”, the intensity of the activity is moderate to vigorous and their heart rate will be between 55 and 85 per cent of their maximum heart rate.

bullying. Under the Education Act (s.1(1)), “aggressive and typically repeated behaviour by a pupil, where (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, (i) causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual’s reputation, or harm to the individual’s property, or (ii) creating a negative environment at a school for another individual, and (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education” and where the intimidation includes the use of any physical, verbal, electronic, written, or other means. *See also* **cyber-bullying.**

cardiorespiratory endurance. A health-related component of physical fitness that involves the ability to perform sustained physical activity requiring considerable use of the circulatory and respiratory systems. Also referred to as cardiovascular endurance, aerobic fitness, or cardiorespiratory fitness. *See also* **health-related fitness.**

cool-down. The transitional process of returning the body to its normal state after being physically active. A cool-down may consist of slower, gentler movements and/or stretches.

coordination. A skill-related component of physical fitness that relates to the ability to combine sensory input with the movement of body parts in order to perform movement skills smoothly and efficiently. *See also* **skill-related fitness.**

core muscle strength. The ability of the core muscles – the muscles of the abdominal and back area – to support the spine and keep the body stable and balanced. Core muscles are involved in most movements performed during physical

activity, and strengthening them can reduce vulnerability to lower back pain and injury.

culture. The totality of ideas, beliefs, values, knowledge, language, and way of life of a group of people who share a certain historical background.

cyber-bullying. Under the Education Act (s.1.0.0.2), bullying by electronic means, including by “(a) creating a web page or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the Internet; and (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.” Cyber-bullying can involve the use of email, cell phones, text messages, and/or social media sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships. It may include put-downs or insults and can also involve spreading rumours; sharing private information, photos, or videos; or threatening to harm someone. Cyber-bullying is always aggressive and hurtful. (Refer to *Bullying – We Can All Help Stop It: A Guide for Parents of Elementary and Secondary School Students*, at www.edu.gov.on.ca/eng/multi/english/BullyingEN.pdf.)

defence. The practice or role of preventing opponents from scoring. *See also* **offence**.

discrimination. Unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code (e.g., race, sexual orientation, disability) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

dynamic balance. A type of stability skill in which core strength is used to maintain balance and control of the body while moving through space. *See also* **stability**.

effort awareness. *See* **movement concepts**.

epinephrine autoinjector. A syringe used to inject potentially lifesaving epinephrine (adrenaline) into someone who is experiencing anaphylaxis. *See also* **anaphylaxis**.

execution. The action phase of movement, which includes the movements prior to producing force, including gathering momentum, and the instant when force is applied to carry out the movement skill. The body is positioned, weight is transferred, and joints work together to produce the action. *See also* **follow-through, phases of movement, and preparation**.

external stimuli affecting movement. Any force outside of the body that can have an impact on an intended movement. External stimuli could include environmental factors such as wind, sun, or temperature. It could also include factors such as music, equipment, or teammates.

fair play. An attitude or way of thinking that is based on the principles of integrity, fairness, and respect and the equitable or impartial treatment of all participants in an activity.

fartlek. A type of interval training that involves both speed and endurance work, used most often with running. The runner varies his or her pace in an unstructured way throughout an exercise session, alternating between running and jogging, as fast or as slowly as desired. This technique allows the runner to experiment with pace and to notice and respond to his or her physical experience.

fetal alcohol spectrum disorder (FASD). A term used to describe a range of disabilities that may affect people whose mothers drank alcohol while they were pregnant. (From Public Health Agency of Canada, “Fetal Alcohol Spectrum Disorder [FASD]: Frequently Asked Questions”, <http://www.phac-aspc.gc.ca/hp-ps/dca-dea/prog-ini/fasd-etcaf/faq/index-eng.php> [accessed January 27, 2015].)

fitness. *See* **health-related fitness and physical fitness**.

fitness circuit. A series of stations, each set up for a different physical activity that targets a particular aspect of fitness; for example, a flexibility station where students work on sitting and reaching forward, or a cardiorespiratory fitness station where students work on continuous skipping. Circuits may be organized in a number of ways, including a closely structured format where each student visits every station for a specified period of time, or a less structured format where students choose stations that correspond with their fitness goals and may choose to visit some stations more than once. Music may be used as a motivator for students and as a stop/start indication to signal when it is time to change stations.

flexibility. A health-related component of physical fitness involving the ability to move a joint through its full range of motion. *See also health-related fitness.*

food desert. A term used to describe an urban or rural location where residents have limited access to healthy, affordable food.

follow-through. The final phase of movement, which includes the movements after the instant when force is applied. In this phase, the transfer of weight is completed, movement continues in the direction of action, the movement slows down, and stability is regained. *See also execution, phases of movement, and preparation.*

Gaelic football. A territory game with Irish origins that is played on an outdoor sports field called a *pitch*. Players work together to carry, bounce, kick, and pass a ball towards a goal. Scoring is accomplished by kicking or passing the ball over or under a crossbar into a net at one end of the field. *See also hurling.*

gallop. A locomotor movement in which the body moves forward or backwards. To gallop, students step forward with one foot and quickly draw the second foot up to the first foot, then repeat. Knees are bent slightly and arms stay out for balance. Galloping is a fundamental skill that can be used as students learn more complex skills. By learning to balance the body and control the motion,

students can apply this action to other, more complex skills or combine it with other actions. *See also skip and slide.*

gay. An individual who is emotionally/romantically/sexually/physically attracted to and/or involved with other individuals of the same sex.

gay-straight alliance. A student-run club that provides a safe space for any and all students to meet and learn about different sexual orientations, socialize, support each other, talk about issues related to sexual orientation and gender identity, and work to end homophobia and to raise awareness and promote equality for all. (Adapted from Canadian Federation for Sexual Health, “How to Form a Gay/Straight Alliance”, www.cfsh.ca/Your_Sexual_Health/Gender-Identity-and-Sexual-Orientation/Gay-Straight-Alliance.aspx [accessed January 27, 2015].)

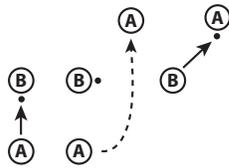
gender. A term that refers to those characteristics of women and men that are socially constructed. *See also gender identity and sex.*

gender-based violence. Any form of behaviour – including psychological, physical, and sexual behaviour – that is based on an individual’s gender and is intended to control, humiliate, or harm the individual. This form of violence is generally directed at women and girls and is based on an attitude or prejudice, which can be conscious or unconscious and which exists on the individual and institutional level, that aims to subordinate an individual or group on the basis of sex and/or gender identity.

gender expression. The manner in which individuals express their gender identity to others. A person’s gender expression is often based on a social construct of gender, which is either stereotypically male or female. However, some individuals who do not see themselves as being either male or female but as some combination of the two genders, or as without gender, choose to express their identity in terms of a multiple model of gender, mixing both male and female expressions.

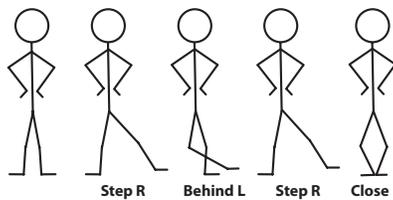
gender identity. A person’s sense of self, with respect to being male or female. Gender identity is different from sexual orientation, and may be different from birth-assigned sex. (Refer to the Ontario Human Rights Commission’s *Policy on Discrimination and Harassment because of Gender Identity*, at www.ohrc.on.ca.)

give and go. A type of play used, most often in territory activities, as a strategy for maintaining possession of the object and moving it down the playing area towards the goal. During this play, Player A passes the object to Player B (“give”). Then Player A moves quickly ahead, towards the goal or an open space (“go”). Player A remains ready to receive the object back from Player B. After Player A has moved ahead, Player B tries to pass the object back. The object is now closer to the goal.



goal ball. A territory activity in which players work in teams of three to score by throwing a ball across an end goal line. Primarily played by blind and visually impaired players.

grapevine step. A step sequence used in many dances. This step can be performed in any direction – left, right, forward, back, or diagonally. A grapevine step to the right would be performed as follows. Step to the right with the right foot. Step behind with the left foot. Step to the right with the right foot again. Bring the left foot beside the right foot to finish.



harassment. A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other

behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.

health-related fitness. Refers to the components of physical fitness that contribute to optimal health. For the purposes of this document, the components are defined as cardiovascular fitness, flexibility, muscular endurance, and muscular strength. Body composition is a fifth component of health-related fitness.

HIV/AIDS. HIV stands for Human Immunodeficiency Virus. This is the virus that leads to Acquired Immune Deficiency Syndrome (AIDS).

homeopathy. A system of medicine in which disease is treated by giving patients tiny amounts of natural substances with the intention of stimulating the body’s natural healing abilities.

homophobia. A disparaging or hostile attitude or a negative bias, which may be overt or unspoken and which may exist at an individual and/or a systemic level, towards people who are lesbian, gay, bisexual, or transgender (LGBT).

hop. A locomotor movement that involves taking off on one foot and landing on the same foot. The movement includes a take-off phase (preparation), a flight phase (execution), and a landing (follow-through). *See also* **jump, leap, and phases of movement.**

hurling. This territory game has Irish origins and is played on an outdoor sports field called a *pitch*. Players use a stick (called a hurley) and ball (called a sliotar) and work together to hit, carry, strike, or kick the ball towards a goal, scoring by kicking or passing the ball over or under a crossbar into a net at one end of the field. Hurling is traditionally played by men; a similar game played by women is called camogie. *See also* **Gaelic football.**

individual activities. Activities in which students work individually with their own equipment. In this way, opportunities for participation are maximized. In this document, the term “individual activities” is used to refer to physical activities that are not structured as games. Students can engage in these activities while also interacting with others, such as in dancing or canoeing. For more on individual activities, see pp. 36–37. *See also* **modified activities.**

individuality (fitness training principle). Refers to the importance of developing a fitness training plan with the needs of the individual in mind. Every person (and every body) is unique, so to optimize performance, training plans should take into account the individual’s personal preferences, social environment, and physical environment. Adapting generic plans, using the same plan for a whole team or class, or copying a program used by a professional athlete are training approaches that do not reflect this principle. *See also* **overload, reversibility, and specificity.**

intersex. A term used to describe a person whose sex chromosomes, genitalia, and/or secondary sex characteristics (e.g., facial hair, breasts) are determined to be neither exclusively male nor female. An intersex person may have biological characteristics of both the male and female sexes. The intersex community has generally rejected the term “hermaphrodite” as outdated. Intersex people may or may not identify as part of the transgender community. *See also* **gender identity, transgender, and transsexual.** (Adapted from Canadian Federation for Sexual Health, “Gender Identity and Sexual Orientation”, www.cfsh.ca/Your_Sexual_Health/Gender-Identity-and-Sexual-Orientation/ [accessed January 27, 2015].)

jump. A locomotor movement that involves taking off and landing with two feet. The movement includes a take-off phase (preparation), a flight phase (execution), and a landing phase (follow-through). *See also* **hop, leap, and phases of movement.**

leap. A locomotor movement that involves taking off from one foot and landing on the other.

Leaping is performed much like running, but the flight phase is longer. *See also* **hop, jump, and phases of movement.**

lesbian. A woman who is emotionally/romantically/sexually/physically attracted to and/or involved with another woman.

locomotion. (Also referred to as *locomotor movement*.) A type of movement skill used to move the body from one point to another in various ways. *See also* **movement skills.**

manipulation. The act of giving force to or receiving force from objects as one sends, receives, or retains them. *See also* **movement skills, receiving, retaining, and sending.**

mental health. All aspects of a person’s well-being that affect his or her emotions, learning, and behaviour. It is important to note that mental health is not merely the absence of mental illness.

mental illness. Any emotional, behavioural, or brain-related condition that causes significant impairment in functioning as defined in standard diagnostic protocols such as the American Psychiatric Association’s *Diagnostic and Statistical Manual* (DSM). (Adapted from Ministry of Children and Youth Services, *A Shared Responsibility: Ontario’s Policy Framework for Child and Youth Mental Health*, 2009, 22.)

moderate to vigorous physical activity. The degree to which an activity is moderate to vigorous is directly related to its ability to raise the heart rate, to improve cardiorespiratory fitness, and to maintain this increase for a sustained period of time. Moderate to vigorous physical activities are aerobic in nature, enhancing the health of the heart and lungs, dependent on the frequency, intensity, time, and type of activity.

modified activities, modified games. Activities or games that have been altered from their traditional or formal structure to allow for maximum participation or to allow students of differing experiences and abilities to participate. For example, two-on-two basketball is a modified version of basketball; multi-base baseball is a modified version of softball.

movement concepts. A framework for increasing the effectiveness of movement by helping students become more skilful, knowledgeable, and expressive in their movements. Movement concepts include body awareness, spatial awareness, effort awareness, and relationship. (See pp. 33–34 for examples.)

movement principles. A set of biomechanical principles that can be applied to improve the efficiency and effectiveness of movements. The principles are related to stability, effort, and motion in different directions. Application of these principles becomes more refined as movement competence increases. (See pp. 34–35 for examples.)

movement skills. Skills of stability, locomotion, and manipulation, which are the foundation of all physical activity and are essential to both an individual's development of effective motor skills and his or her application of those skills in the context of a wide variety of physical activities. *See also* **locomotion, manipulation, and stability.**

movement strategies. A term encompassing a variety of approaches that help a player or team attain the ultimate goal or objective of an activity or game, such as moving to an open space to be in a position to receive an object or hitting an object away from opponents to make it difficult for opponents to retrieve the object. Similar activities within game categories often employ common or similar strategies. (See pp. 35–37 for further information.)

muscular endurance. A health-related component of physical fitness that relates to the muscle's ability to continue to exert force over a period of time without fatigue. *See also* **health-related fitness.**

muscular strength. A health-related component of physical fitness that relates to the ability of the muscle to exert force or maximum effort. *See also* **health-related fitness.**

naturopathy. A system of medicine in which disease is treated by the use of a variety of natural remedies rather than by drugs or surgery.

net/wall activities. Activities in which players send an object towards a court or target area that their opponent(s) are defending. The aim is to make it difficult for opponent(s) to return the object and to cause it to land in the target area.

nutrient. A substance that provides essential nourishment. Types of nutrients include carbohydrates, fats, proteins, vitamins, and minerals.

obesity. An accumulation of excess body fat. Obesity occurs when a person consumes more food energy than is needed to provide for all of the day's activities, including work and exercise. Obesity is a risk factor in a number of chronic diseases. Achieving and maintaining a healthy weight is important for reducing the risk of those diseases and improving overall health.

offence. The practice or role of working proactively to gain an advantage and score. *See also* **defence.**

open space. During game play, refers to the part of the playing area that is clear and available for movement at any given time. Players use open spaces during games to receive passes and move without obstacles. Strategically, students may use open space differently in different categories of activities, such as hitting to open spaces in striking/fielding or net/wall activities, or running to open spaces that are close to the goal area in territory activities.

overload (fitness training principle). The concept that to improve fitness, the body must do more work than it is accustomed to doing. The amount of work can be increased to provide overload by adjusting the frequency, intensity, time, and/or type of activity. *See also* **individuality, reversibility, and specificity.**

pedometer. A small, portable electronic device that automatically counts each step a person takes in a day. Some pedometers are able to multiply the number of steps by the wearer's step length to calculate the distance the wearer has walked that day.

phases of movement. The three parts that a fundamental movement skill can be broken into: a preparation phase, an execution phase, and a follow-through phase. Practising a skill with these three phases in mind can help a student perform the skill more effectively and efficiently. *See also* **execution, follow-through, movement skills, and preparation.**

physical fitness. A state of well-being that allows people to perform daily activities with vigour, reduces the risk of health problems related to lack of physical activity, and establishes a fitness base for participation in a variety of physical activities.

Pilates. A type of physical activity focused on building core muscle strength through the use of stretches, strength-building activities, and focused breathing.

power. A skill-related component of physical fitness that combines strength and speed and relates to the ability to perform the greatest effort in the shortest time. *See also* **skill-related fitness.**

preparation. The initial phase of movement, which involves getting the body ready to initiate a movement. This phase includes ensuring that the feet are in a position such that they are ready to move, and lowering the centre of gravity to create a stable body position. *See also* **execution, follow-through, and phases of movement.**

protective factors. Traits, characteristics, or environmental contexts that research has shown to promote positive mental health in childhood or adolescence. Examples of protective factors include personal strengths (e.g., intelligence, relaxed temperament), family strengths (e.g., a supportive home environment, socio-economic advantages), and school and community strengths (e.g., safe and effective schools; participation in social groups; having at least one significant, caring relationship with an adult). Enhancement of protective factors at the individual, family, and community level is now believed to reduce the likelihood of mental health problems and illnesses later in life. *See also* **resilience and risk factors.** (Adapted from Ministry of Children and Youth

Services, *A Shared Responsibility: Ontario's Policy Framework for Child and Youth Mental Health*, 2009, 24.)

qigong. A type of physical exercise and meditative practice from China that uses slow movements and controlled breathing. The intent of the movements is to enhance the movement of energy throughout the body. Some of the movements are similar to ones used in t'ai chi or yoga. Qigong is pronounced "chee-gung".

reaction time. A skill-related component of physical fitness that relates to the length of time between stimulation and response. *See also* **skill-related fitness.**

ready position. A stance used in many sports and activities, in which the body is in a position that allows it to move and respond easily. Knees are bent, feet are apart, head is up, arms are out for balance, and attention is focused.

receiving. A manipulation skill that relates to the intent to catch an incoming object. Receiving skills include catching, trapping, and collecting. Basic skills associated with receiving include keeping one's eyes on the object, anticipating where the object will arrive and moving to get into position, and preparing the body by being in a ready position with weight evenly distributed, knees bent, and a low centre of gravity. *See also* **manipulation and ready position.**

recovery time. The length of time that it takes for the heart to return to its regular (resting) rate after physical activity.

recreational activities. Physical activities that an individual or group chooses to do to make their leisure time interesting, enjoyable, and personally satisfying. Recreational activities include hiking and walking for pleasure, gardening, participating in sports, and doing a wide variety of other indoor and outdoor physical activities.

relationship (movement concept). *See* **movement concepts.**

resilience. The ability to recover quickly or “bounce back” from disruptive change, illness, or misfortune without being overwhelmed or acting in dysfunctional ways. Resilient people possess the skills to cope with life’s challenges, respond to stress, and move forward. Children and youth have a naturally resilient nature, but it must be nurtured and strengthened, particularly in the face of one or more risk factors for mental health problems or illness. *See also protective factors and risk factors.* (Adapted from Ministry of Children and Youth Services, *A Shared Responsibility: Ontario’s Policy Framework for Child and Youth Mental Health*, 2009, 25.)

restorative justice. A response to wrongdoing that focuses on a healing process for those affected by inappropriate behaviour and on the opportunity for the individual responsible for the wrongdoing to fully understand the impact of his or her actions, take responsibility, and have the opportunity to take action to help with the repair process. Restorative justice strategies used in schools could include peer mediation, healing circles, and group conferencing. Restorative justice is also the basis for a broader concept called restorative practices.

retaining. A manipulation skill that relates to the intent to maintain possession of an object while stationary or moving. Retaining skills include carrying (for example, holding a football while running); dribbling (for example, bouncing a basketball with a hand or controlling a soccer ball with the feet); and cradling (for example, keeping an object tucked close to the body or protecting an object while carrying it in a scoop or the pocket of a lacrosse stick). Basic skills associated with retaining include being able to change directions, controlling the object with either the hand or the foot, and maintaining control. *See also manipulation.*

reversibility (fitness training principle).

The concept that gains in fitness will stop or decline if a fitness training program is halted. Training must continue in order for fitness improvements to continue. Also called *detraining*. *See also individuality, overload, and specificity.*

rhythmic activities. A term encompassing a variety of movement-based activities, including dance, gymnastics, and creative movement. Music or

instruments may be used to provide opportunities to move in response to a beat or sound.

risk factors. Traits, characteristics, or environmental contexts that research has shown to be predictive of mental health problems or illnesses in childhood or adolescence. Examples of risk factors include a child or youth living in poverty, having parents with limited parenting skills or mental illness, abuse of alcohol and/or drugs, the lack of experience of success in school, premature birth, or low birth weight. The effect of a given risk factor tends to be stronger when it is combined with other risk factors, may vary during different periods of a child or youth’s life, and is often cumulative. *See also protective factors and resilience.* (Adapted from Ministry of Children and Youth Services, *A Shared Responsibility: Ontario’s Policy Framework for Child and Youth Mental Health*, 2009, 24.)

rounders. A striking/fielding game in which offensive players work in teams to strike a ball, then score runs by running to bases. Fielding players work together to retrieve the ball and get offensive players out by catching the ball, tagging a base, or tagging a runner. The game is very similar to softball, with some rule and equipment variations.

self-concept. The perception a person has of his or her own identity. People form their self-concept using interpretations of information they acquire about themselves through experiences and interactions with others and their environment. A person’s self-concept can be influenced by the opinions of others, reinforcement of behaviour, and explanations or understanding of one’s own behaviour or actions. Unlike self-esteem, self-concept is not positive or negative, but rather accurate or inaccurate, or extensive or narrow.

sending. A manipulation skill that relates to intent to move an object away from oneself. Sending skills include throwing, kicking, striking, punting, and volleying. Basic skills associated with sending include balancing the body to prepare, transferring body weight as the object is sent, and following through. *See also manipulation and phases of movement.*

sepak takraw. A net/wall game also known as kick volleyball. The game originated in Malaysia, and variations are played in other South Asian countries and around the world. It is played with a woven rattan ball or a synthetic version of this ball. Players in teams of three use the feet, knees, chest, and other body parts – but not the hands – to pass the ball to each other and move the ball over the net.

sex. The category of male or female, based on characteristics that are biologically determined. *See also* **gender and gender identity.**

sexual health. A state of physical, emotional, mental, and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction, or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected, and fulfilled. Sexual health is influenced by a complex web of factors ranging from sexual behaviours, attitudes, and societal factors to biological risk and genetic predispositions. (Public Health Agency of Canada, *Canadian Guidelines for Sexual Health Education*, [rev. ed.], 2008, 5.)

sexual orientation. A person’s sense of sexual attraction to people of the same sex, the opposite sex, or both sexes. (Refer to the Ontario Human Rights Commission’s *Policy on Discrimination and Harassment because of Sexual Orientation*, at www.ohrc.on.ca.)

sexuality. A term that encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy, and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles, and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural,

ethical, legal, historical, religious, and spiritual factors. (Adapted from Public Health Agency of Canada, *Canadian Guidelines for Sexual Health Education*, [rev. ed.], 2008, 5.)

skill-related fitness. Refers to the components of physical fitness that are related to quality of movement and enhanced performance with respect to sports and motor skills. The components are commonly defined as balance, coordination, agility, speed, power, and reaction time. Skill-related fitness is sometimes referred to as motor fitness or performance-related fitness.

skip. A locomotor movement that involves rhythmically alternating steps followed by a hop with the lead foot. Skipping can be performed forward or backwards. To skip forward, students take a step forward with one foot, hop on that foot, then step forward with the other foot and hop on that foot. Then the whole sequence is repeated. Knees are slightly bent, and arms can be moved forward and back to help with rhythm. Skipping is a more complex action than galloping or sliding and is generally best taught after students have learned to gallop and slide. *See also* **gallop and slide.**

sledge hockey. A territory game similar to ice hockey, played with six players on each team, including a goalie. Players sit on a sledge, which is a narrow platform with skate blades attached to the bottom, and propel themselves using two specially constructed hockey sticks that have picks on the end. The specially designed sledges can be adapted to meet the needs of each player. Primarily played by players with a wide range of physical disabilities, including but not limited to wheelchair users, amputees, people with spinal cord injuries, and people with cerebral palsy.

slide. A locomotor movement in which the body moves sideways. To slide, students step to the side with one foot and quickly draw the second foot over to the first foot, then repeat. Knees are bent slightly, and arms stay out for balance. Sliding is a fundamental skill that allows students to make quick lateral (sideways) movements in a number of activities. *See also* **gallop.**

smudging. A practice used by some First Nations, involving fanning smoke from herbs such as sage or sweetgrass over their bodies. The practice is used to cleanse a person of bad feelings, get rid of negative thoughts and energy, and provide a sense of physical, emotional, mental, and spiritual renewal.

spatial awareness. See **movement concepts**.

specialized equipment. A term encompassing a variety of materials designed to help students with a variety of needs to participate in physical activity. For example, specialized equipment might include balls of different sizes, colours, weights, and/or textures to make the ball easier to see, feel, or catch, or balls with a bell inside to help a student who is unable to see to track the ball using the auditory cue.

specificity (fitness training principle). The concept that improvements in fitness are directly related to the type of fitness training program an individual is following. For example, flexibility can be improved by doing stretching exercises but will not necessarily be improved by doing strength-training exercises. See also **individuality, overload, and reversibility**.

speed. A skill-related component of physical fitness that relates to the ability to move from one point to another within a short period of time. See also **skill-related fitness**.

stability. Stability skills involve the ability to balance the body in one place (static) or keep the body balanced while moving (dynamic) by sensing a shift in the relationship of the body parts and altering body position to maintain balance. See also **dynamic balance, movement skills, and static balance**.

static balance. A stability skill in which the body maintains a desired shape in a stationary position. See also **stability**.

stereotype. A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group,

without regard for individual differences. Stereotyping may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other factors.

striking/fielding activities. Activities in which striking players try to score by striking an object and running to designated playing areas (bases) while fielding players try to prevent them from scoring by retrieving the object and returning it to stop the play.

systems thinking. A method of thinking and problem-solving in which elements are considered as part of a complex whole, rather than in isolation. Analysing the ways in which elements interact with and depend on each other can yield greater understanding than looking at each element separately.

talk test. A simple assessment tool that students can use to monitor their level of exertion during moderate to vigorous activity to ensure that they are at a level that is appropriate for their training or participation goals and optimal for improving cardio-respiratory endurance. During moderate activity, students can hear their own breathing and can talk comfortably. During more vigorous activity, students can still talk, but it is more challenging to do so. See also **moderate to vigorous physical activity**.

target activities. Activities in which players score by avoiding obstacles to get an object closer to a target or hit a target more often than their opponents.

tchoukball. A territory game in which players score by throwing and bouncing a ball on a small trampoline-like goal set up at each end of the playing area. Tchoukball is a no-contact game.

territory activities. Activities that involve controlling an object, keeping it away from opponents, and moving it into position to score. The same playing area is shared by both offensive and defensive players as they work to prevent the other team from scoring.

training principles. The factors that need to be considered for improving and maintaining fitness. A handy mnemonic is the FITT principle: frequency (how often different body parts are exercised); intensity (the level of physical exertion); time (duration of the activity); and type of exercise. The concepts in the FITT principle are tied to the principles of progression (gradually increasing the amount or intensity of activity), overload, and specificity. See **overload** and **specificity**.

transgender. A transgender person is a person whose gender identity, outward appearance, gender expression, and/or anatomy are not consistent with the conventional definitions or expectations of male and female; often used to represent a wide range of gender identities and behaviours.

transsexual. A person who experiences intense personal and emotional discomfort with his or her assigned birth gender and may undergo treatment to transition gender. (Adapted from Public Health Agency of Canada, *Canadian Guidelines for Sexual Health Education*, [rev. ed.], 2008, 52.)

travelling skills. See **locomotion, locomotor movement**.

two-spirited. A term used by First Nations people to refer to a person having both the feminine and masculine spirits. It includes sexual or gender identity, sexual orientation, social roles, and a broad range of identities, such as lesbian, gay, bisexual, and transgender.

warm-up. The process of preparing the body for more vigorous activity by moving muscles and joints lightly and gradually increasing intensity of movement.

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