

BIG IDEAS

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our **goals**.

Trying a variety of **physical activities** can increase the likelihood that we will be active throughout our lives.

Healthy **choices** influence, and are influenced by, our physical, emotional, and mental well-being.

Personal **fitness** can be maintained and improved through regular participation in physical activities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Refine and apply movement skills in a variety of physical activities and environments • Apply and refine movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Demonstrate safety, fair play, and leadership in physical activities • Identify and participate in preferred types of physical activity • Identify and explain motivational factors influencing participation in physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate in physical activities designed to enhance and maintain health components of fitness • Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities • Plan ways to overcome potential barriers to participation in physical activities • Analyze and explain how health messages might influence health and well-being • Identify and apply strategies to pursue personal healthy-living goals • Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies • Analyze how health-related decisions support the achievement of personal healthy-living goals 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for movement skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • health benefits of physical activities • individual and dual activities, rhythmic activities, games, and outdoor activities • training principles, including the FITT principle, SAID principle, and specificity • healthy sexual decision making • potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • consequences of bullying, stereotyping, and discrimination

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations Analyze strategies for responding to discrimination, stereotyping, and bullying Develop skills for maintaining healthy relationships and responding to interpersonal conflict Analyze the potential effects of social influences on health <p>Mental well-being</p> <ul style="list-style-type: none"> Evaluate and explain strategies for promoting mental well-being Explore factors contributing to substance use Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence Explore and describe factors that shape personal identities, including social and cultural factors Describe the relationships between physical activities, mental well-being, and overall health 	<ul style="list-style-type: none"> physical, emotional, and social aspects of psychoactive substance use and potential behaviours signs and symptoms of stress, anxiety, and depression influences of physical, emotional, and social changes on identities and relationships strategies for goal-setting and self-motivation <p>Note: Some of the learning standards in the PHE curriculum address topics that some students and their parents or guardians may feel more comfortable addressing at home. Detailed information about opting for alternative delivery can be found on the Ministry policy website.</p>