**Area of Learning:** PHYSICAL AND HEALTH EDUCATION  

**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**

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>Students are expected to be able to do the following:</strong></td>
<td><strong>Students are expected to know the following:</strong></td>
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<tr>
<td><strong>Physical literacy</strong></td>
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</table>
- 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 |
| **Healthy and active living** |  
- 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 |
|  |  
- 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)

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
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| **Social and community health** | • 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 |
| • Propose strategies for **avoiding and responding** to potentially unsafe, abusive, or exploitive 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 |
| **Mental well-being** | **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** |
| • 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 |
<table>
<thead>
<tr>
<th>Big Ideas – Elaborations</th>
<th>PHYSICAL HEALTH EDUCATION</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>goals:</strong></td>
<td></td>
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<td><em>Sample questions to support inquiry-based learning:</em></td>
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<tr>
<td>– How does my sense of self affect my ability to reach my goals?</td>
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<td><strong>physical activities:</strong></td>
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<td><em>Sample questions to support inquiry-based learning:</em></td>
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<tr>
<td>– What role does participating in physical activities play in lifelong health and well-being?</td>
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<td>– How does participating in a variety of physical activities increase the likelihood that I will continue to have an active lifestyle?</td>
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<td><strong>choices:</strong></td>
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<td><em>Sample questions to support inquiry-based learning:</em></td>
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<tr>
<td>– What influences affect my physical, emotional, and mental well-being?</td>
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<tr>
<td>– How is my overall well-being influenced by my choices?</td>
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<tr>
<td><strong>fitness:</strong></td>
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<td><em>Sample questions to support inquiry-based learning:</em></td>
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<tr>
<td>– How might participating in physical activities maintain and improve my fitness level?</td>
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<tr>
<td>– How will learning about the various benefits of different physical activities help me to develop my personal fitness?</td>
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Curricular Competencies – Elaborations

- **strategies**: What strategies can you use to gain some type of advantage in a game situation?
- **types of physical activity**: could include:
  - indoor or outdoor activities
  - individual activities or activities with others
  - competitive or non-competitive activities
- **motivational factors**: could include:
  - choice
  - social connections
  - competency
  - How does self-motivation influence my desire to participate in physical activity?
- **health components of fitness**: Which health components of fitness are influenced by the different types of physical activities that you participate in?
- **barriers**: What are some possible barriers to my participating in fitness and conditioning activities throughout the year? (Could include interests, perceived skill level, accessibility, choice, social connections.)
- **health messages**:  
  - How might health messages attempt to influence people’s behaviours?  
  - How did the strategies you used to pursue your healthy-living goals influence the results?
- **health-related decisions**: could include decisions related to healthy eating, substance use, and sexual health
- **avoiding and responding**: How can you avoid an unsafe or potentially exploitive situation on the Internet, at school, and in the community?
- **responding**: What can you do if you are being bullied or see someone else being bullied?
- **skills**: could include:
  - communication skills
  - negotiation strategies
  - conflict resolution techniques
- **social influences**: could include:
  - social media
  - use of technology (e.g., gaming)
  - peer pressure
  - How can I manage my use of technology?
- **promoting mental well-being**: How can I overcome challenges to my mental well-being?
- **changes**: How do the various changes you may be experiencing during adolescence influence your relationships with others?
- **factors**: What are some factors leading to the use of substances?
- **personal identities**: What are some social and cultural factors that influence your personal identity?
Content – Elaborations

• **movement concepts:** include:
  – body awareness (e.g., parts of the body, weight transfer)
  – spatial awareness (e.g., general spacing, directions, pathways)
  – effort awareness (e.g., speed, force)
  – relationships with others and objects

• **strategies:** plans and/or ideas that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass)

• **monitor and adjust physical exertion levels:** could include:
  – using heart rate monitors
  – checking pulse
  – checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level)

• **individual and dual activities:** activities that can be done individually and/or with others; could include:
  – jumping rope
  – swimming
  – running
  – bicycling
  – Hula Hoop

• **rhythmic activities:** activities designed to move our bodies in rhythm; could include:
  – dancing
  – gymnastics

• **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
  – tag
  – parachute activities
  – co-operative challenges
  – Simon Says
  – team games
  – traditional Aboriginal games

• **FITT principle:** a guideline to help develop and organize personal fitness goals based on:
  – Frequency – how many days per week
  – Intensity – how hard one exercises in the activity (e.g., percentage of maximum heart rate)
  – Type – the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance)
  – Time – how long the exercise session lasts
• **SAID principle:** Specific Adaptation to Imposed Demand: the body will react and respond to the type of demand placed on it (e.g., a student’s flexibility will eventually improve if he or she participates in regular stretching activities)

• **specificity:** The types of exercises chosen will determine the kinds of fitness improvements (e.g., a student who wants to improve his or her flexibility levels would perform stretching exercises).

• **sources of health information:** could include:
  – medical professionals
  – websites
  – magazine and TV advertisements
  – retail stores (e.g., vitamin/supplement stores)

• **responding to emergencies:** basic principles include:
  – following safety guidelines
  – having an emergency response plan
  – knowing how to get help

• **strategies to protect themselves and others:** could include:
  – telling a trusted adult
  – being assertive
  – avoiding potentially unsafe situations
  – safe use of the Internet
  – identifying tricks and lures used by predators

• **psychoactive substance:** could include:
  – alcohol
  – tobacco
  – illicit drugs
  – solvents

• **signs and symptoms:** could include:
  – problems sleeping
  – restlessness
  – loss of appetite and energy
  – wanting to be away from friends and/or family

• **physical:** how students’ bodies are growing and changing during puberty and adolescence

• **emotional:** how students’ thoughts and feelings might evolve or change during puberty and adolescence

• **social:** how students interact with others and how their relationships might evolve or change during puberty and adolescence