**Area of Learning: PHYSICAL AND HEALTH EDUCATION — Active Living Grade 11**

**BIG IDEAS**

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| Physical activity is an important part of overall health and well-being. |  | Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity. |  | Safety and injury prevention practices allow lifelong participation in physical activities. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Health and well-being   * Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities * Explain the importance of maintaining personal health * Identify and explain **motivational factors** influencing participation in recreational activities * Describe the impact of various types of physical activities on health and mental  well-being   Safety   * Demonstrate **safety, fair play, and leadership** in physical activities * Explain how the use of proper techniques prevents injury   Participation   * Develop and demonstrate skills needed to plan, organize, and safely participate  in recreational events and other preferred physical activities * Apply methods of monitoring and adjusting exertion levels in physical activity * Plan ways to overcome potential barriers to participation in physical activities | *Students are expected to know the following:*  Health and well-being   * the role of nutrition and how it can affect health  and performance * potential short- and long-term consequences of  health decisions * benefits of physical activities for health and mental well-being   Safety   * physical activity safety and**etiquette** * **injury prevention and management**   Participation   * proper physical movement patterns, including  non-locomotor, locomotor, and manipulative skills * ways to monitor and adjust physical exertion levels * rules and guidelines for different types of sports  and activities * potential **barriers to participation** |

| **PHYSICAL HEALTH EDUCATION – Active Living Curricular Competencies – Elaborations Grade 11** |
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| * **motivational factors:**   *Key questions:*   * + What physical activities am I passionate about?   + Could I do these activities after I finish secondary school?   + Do I prefer doing individual, team, or group-based activities? * **safety, fair play, and leadership:**   + consistently respecting and following all rules   + competing fairly (e.g., using talent and ability to play their best, following both the spirit and the letter of the rules, demonstrating self-officiating)   + demonstrating respect for their own and others’ individual abilities   + demonstrating emotional self-control (e.g., being a gracious winner or loser)   + volunteering in class   + encouraging others   + leading warmup or cool-down activities   + helping set up or take down equipment   + officiating   + mentoring others |

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| **PHYSICAL HEALTH EDUCATION – Active Living Content – Elaborations Grade 11** |
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| * **etiquette:**   + following rules of games and activities   + demonstrating positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds   + demonstrating self-respect and self-confidence   + demonstrating fair play and showing respect for other players/participants * **injury prevention and management:**   + following personal safety practices during physical activity (e.g., respecting their own and others’ abilities and limits, wearing appropriate clothing and footwear, following instructions)   + applying rules and guidelines for participating safely in specific activities (e.g., wearing hockey helmet and pads, checking that the field is clear before shooting an arrow or tossing a discus, using a spotter for gymnastics or rock-climbing)   + modelling safety procedures for others   + applying principles of first aid (e.g., knowing how to access first aid and other emergency assistance, taking first aid training)   + participating in warmup and cool-down activities * **barriers to participation:**   + money   + time   + available facilities and activities in your community   + health issues   + awareness of, for example, proper diet, fitness routines, and sustainable activities   *Key questions:*   * + Where can I find resources to try the activities I’m interested in?   + What activities are available in my community? |