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# **PROVINCIAL/TERRITORIAL PHYSICAL EDUCATION CURRICULUM LINKS FOR ROOKIE RUGBY**

## **ONTARIO**



[www.rookierugby.ca](http://www.rookierugby.ca)

## Ontario

# 1

### First Grade - Curricular Competencies

### Active Start

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

### Living Skills

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, 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: ask themselves whether they are doing the best they can while they are participating in DPA activities in the classroom; Movement Competence: describe how they feel when they move in different ways; Healthy Living: ask themselves whether they used a tissue or did a "sneeze" to cover their nose and mouth when sneezing in order to avoid spreading germs)





















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: apply knowledge of safety procedures to make themselves feel safer and more confident as they play on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game or when they are learning a new skill; Healthy Living: be able to use proper terminology to name their body parts, so they can explain where they may be hurt or sore)

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: speak respectfully and pay attention to others when sharing equipment; Movement Competence: use eye contact, body cues, and words as needed to communicate clearly when sending and receiving objects; Healthy Living: effectively communicate feelings they might experience in response to caring behaviours and exploitive behaviours)

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: take turns when using equipment; Movement Competence: work cooperatively to share the space and try not to bump into others when moving around the gymnasium; Healthy Living: listen respectfully to show they care about someone)

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: make connections between being active and staying healthy; Movement Competence: use creative thinking skills to come up with new ways of moving and balancing – for instance, balancing on four body parts, three body parts, or five body parts; Healthy Living: make and explain choices that protect them from the sun, such as wearing a hat and applying sunscreen)



Ontario							
1	First Grade - Curricular Competencies	Active Start					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Active Living							
A1.1 Actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., joining in willingly, showing respect for others, following directions, taking turns) [PS, IS]							
A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background) as they participate in a wide variety of individual and small-group activities [PS]							
A1.3 Identify a variety of ways to be physically active at school and at home (e.g., at school: playing actively at recess; participating in a variety of physical activities in class, including DPA activities; participating in after-school physical activities; at home: helping with outdoor activities like gardening, raking, or shoveling snow; going for a walk with family members; playing in the park; riding bikes on the community trail) [CT]							
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., doing an animal walk, a fitness circuit, parachute activities; galloping to music, wheeling their wheelchair around the gym) [PS]							
A2.2 Demonstrate an understanding of how being active helps them to be healthy [CT]							
A2.3 Identify the physical signs of exertion during a variety of physical activities (e.g., heart beats faster, body gets warmer, breathing becomes faster and deeper, perspiration increases) [CT]							
A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body) [PS, IS]							
A3.2 Identify environmental factors that pose safety risks during their participation in physical activity (e.g., extreme heat may cause fatigue, too much sun exposure will cause sunburn, extreme cold and wind chill may cause frostbite, objects on the ground may trip someone who cannot see, wet pavement or floors may create a slipping hazard), and describe ways of preparing themselves to enjoy outdoor activities safely [PS, CT]							

## Ontario

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### First Grade - Curricular Competencies

### Active Start

Lesson 1

Lesson 2

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Lesson 6

### Movement Competence: Skills, Concepts, and Strategies

B1.1 Perform a variety of static balances, using different body parts at different levels (e.g., low level: crouch with weight balanced on hands and feet; medium level: stand and lean forward with arms outstretched; high level: stretch tall with arms overhead and legs wide apart) [PS]

B1.2 Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them [PS]

B1.3 Perform a variety of locomotor movements, travelling in different directions and using different body parts (e.g., jump over lines; walk carefully backwards along a line while looking over their shoulder; move forward with different body parts touching the ground; move arms in different ways while walking, dancing, or skipping; take giant steps while moving sideways) [PS]

B1.4 Send objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., roll a ball along a line, throw a rubber chicken underhand to a chosen spot, kick a ball to a specific area, toss or drop a beanbag into a hula hoop, pass a sponge ball over their head to the next person in a short line who passes it between his or her legs to the next person) [PS]

B1.5 Receive objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., catch or trap a ball with two hands, catch a beanbag that they toss themselves or that a partner tosses to them, stop a rolling ball with hands or feet) [PS, IS]







B2.1 Demonstrate an understanding that different physical activities have different components (e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]
















B2.2 Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities (e.g., extend arms to improve stability when balancing on one foot; change speed, direction, or level to avoid being tagged; move closer to a target to increase the likelihood of success when sending an object) [PS, CT]\*







## Ontario

1	First Grade - Curricular Competencies	Active Start					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Healthy Living							
C1.1 Explain why people need food to have healthy bodies (e.g., food provides energy for the healthy growth of teeth, skin, bones, muscles, and other body components)							
C1.2 Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, elder, or other trusted adult; knowing routines for safe pickup from school or activities) [PS]							
C2.1 Describe how the food groups in Canada’s Food Guide (i.e., vegetables and fruit, grain products, milk and alternatives, meat and alternatives) can be used to make healthy food choices [CT]							
C2.2 Know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits [PS]							
C2.3 Demonstrate the ability to recognize caring behaviours (e.g., listening with respect, giving positive reinforcement, being helpful) and exploitive behaviours (e.g., inappropriate touching, verbal or physical abuse, bullying), and describe the feelings associated with each [IS]							
C2.4 Apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school) [PS]							
C3.1 Demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, insecure furniture, candles, toys; road, water, and playground hazards; weather and sun hazards) [PS, CT]							
C3.2 Identify habits and behaviours (e.g., excessive screen time or video game usage, smoking) that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives [PS]							
































Ontario						
2	Second Grade - Curricular Competencies	FUNdamentals				
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Living Skills						
1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, 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: monitor their body’s response to physical activity; Movement Competence: after jumping, consider what they did well as they tried to land in a stable position, and what they could do better; Healthy Living: complete a checklist to monitor their daily care of their teeth)						
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: dress appropriately for outdoor activity; Movement Competence: describe the value of experimenting when trying new activities; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help)						
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: to understand instructions properly, stop and look at the teacher when instructions are being given; Movement Competence: copy a partner’s movements in a mirroring activity while standing face to face by following non-verbal signals and body language that indicate the movements; Healthy Living: effectively communicate their objections or refusal to participate if someone is doing something that they do not like)						
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 team members (e.g., Active Living: demonstrate how they can help one another while using equipment; Movement Competence: work cooperatively with a partner when throwing and catching balls and other objects of varying sizes; Healthy Living: use positive language when talking to peers, as part of developing good relationships, and encourage others to do the same)						
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 how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather; Movement Competence: explore the use of many pieces of equipment and explain how each is different and why they prefer one over another; Healthy Living: explain how to stay safe by identifying household products that might be dangerous)						

Ontario						
2 Second Grade - Curricular Competencies	FUNdamentals					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Active Living						
A1.1 Actively participate in a wide variety of program activities, according to their capabilities (e.g., individual and small-group activities, dancing to music, cooperative games), while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity; knowing what to do; demonstrating appropriate interpersonal skills, such as active listening, communicating with respect, and providing help to and asking for help from group members) [PS, IS]						
A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, being able to choose the activities they participate in and having choice within the activities, having adequate practice time, having access to safe outdoor play space, being able to take part in activities that are connected to their cultural background) as they participate in a wide variety of individual and small-group activities [PS]						
A1.3 Identify reasons for participating in physical activity every day (e.g., to have fun, learn through play, be with classmates who are involved in after-school physical activities, pursue personal interests in certain kinds of activities, enjoy a change from the classroom routine, emulate a role model, interact with family members, improve health, follow cultural teachings) [CT]						
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., playing continuous tag games, skipping, wheeling their wheelchair, using hula hoops) [PS]						
A2.2 Describe different types of activities that improve the strength of the heart and lungs (e.g., running, wheeling fast, walking fast, skipping, dancing to music, doing a fitness circuit, other whole-body or large muscle activities)						

Ontario							
2	Second Grade - Curricular Competencies	FUNdamentals					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Active Living							
A2.3 Recognize their degree of exertion in physical activities by using simple assessment methods (e.g., putting their hand on their chest to feel the increase in heart rate as they move faster, using the talk test [monitoring whether they can talk while being physically active]), and identify factors that affect their performance level (e.g., humidity, extremely cold or warm air, poor air quality, personal fitness level) [PS, CT]							
A2.4 Participate in setting and achieving realistic personal and group goals related to physical activity (e.g., a personal goal of doing a physical activity for a specified period of time, a group goal of completing a collective number of class star jumps in a given time frame) [PS, IS, CT]							
A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., being aware of personal space, making sure their shoelaces are tied, warming up to prevent injury, taking turns when sharing equipment, avoiding overcrowding when using equipment both in class and on the playground, making sure straps are done up before pushing a wheelchair) [PS, IS]							
A3.2 Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., wearing a properly fitting helmet to protect the head, avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught) [PS, CT]							



Ontario							
2	Second Grade - Curricular Competencies	FUNdamentals					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Movement Competence: Skills, Concepts, and Strategies							
B1.1 Perform a variety of static balances with and without equipment (e.g., balance on the floor, on a line, on a bench; balance objects on different body parts), using different body parts at different levels and making different body shapes (e.g., low level – perform a V-sit: balance on buttocks with legs in the air, hold with muscles tight and legs together and arms either supporting the body or held at their sides; medium level – perform a standing scale: balance on one foot with the other leg stretched behind in the air, torso bent forward, and arms out parallel to the floor for balance; high level – perform a standing balance: using a walker for balance, lift one foot or one hand) [PS]							
B1.2 Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet [PS]							
B1.3 Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways (e.g., hop sideways across a line, gallop in a curved pathway around trees or objects, skip quickly using a rope, slide or wheel slowly in a zigzag pattern, move at different speeds in response to the beat of a drum, run quickly following a curving pathway, jog slowly backwards while checking over their shoulder) [PS]							
B1.4 Send objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., slide a beanbag across the floor to a partner; throw a beanbag or ball underhand, using two hands or their dominant hand, and catch it or have a partner catch it; throw a disc through an upright hula hoop; kick a utility ball to a partner; strike a beach ball, using their hands, knees, chest, or foot ) [PS]							
B1.5 Receive objects of different shapes and sizes at different levels and in various ways, using different body parts (e.g., stop a low bouncing ball with their hands or feet; catch or trap a beanbag that they or a partner toss, using two hands or their dominant hand) [PS, IS]							
B2.1 Demonstrate an understanding that different physical activities have different components (e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]							
B2.2 Apply a variety of simple tactics to increase their chances of success during physical activities (e.g., wheel their wheelchair or run into open space when playing tag games in order to more easily avoid being tagged; choose an object for a throwing activity that they think they can successfully throw and catch multiple times – a cloth ball, a utility ball, a tennis ball, a beanbag; use adapted or specialized equipment, such as a ball with a bell inside that can provide an auditory cue) [PS, CT]*							

## Ontario

# 2

### Second Grade - Curricular Competencies

### FUNDamentals

Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6

#### Healthy Living

C1.1 Demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands) and outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals) [PS]

C1.2 Identify common food allergies and sensitivities (e.g., to peanuts, tree nuts, milk, eggs, fish) and the reactions they might cause (e.g., swelling, skin rash, difficulty breathing, abdominal cramps, vomiting, diarrhea, coma, death)

C1.3 Describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines

C2.1 Use Canada's Food Guide to assess the nutritional value of meals (e.g., in terms of food groups and number and size of servings), and identify food and beverage choices that enhance healthy growth and development

C2.2 Demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control (e.g., the food that's available in the home; the food that's available when eating out; energy needed at different times of day; allergies; food guidelines associated with medical conditions such as diabetes or celiac disease; food safety related to food preparation, storage, handling, and cleanliness) [CT]

C2.3 Explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (e.g., speaking confidently; stating boundaries; saying no; reporting exploitive behaviours, such as improper touching of their bodies or others' bodies) [PS, IS]

C3.1 Describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including name calling, insults, and mocking; deliberately ignoring someone; physical violence, including pushing, kicking, and hitting) [IS]

C3.2 Describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems (e.g., getting more sleep to help get rid of a cold; getting more fresh air and physical activity to relieve headaches; eating healthier meals as recommended in Canada's Food Guide; using natural healing practices) [CT]



## Ontario

# 3

### Third Grade - Curricular Competencies

### FUNDamentals

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

### Living Skills

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, 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: monitor their progress towards personal fitness goals, placing a sticker on the Active Living calendar on the fridge in their home each time they participate in a physical activity with a family member; Movement Competence: check whether they feel stable when performing static balances and adjust position if they do not; Healthy Living: identify some of the characteristics that make them unique, and think about things they may have done or said that acknowledged the unique characteristics of others in a positive way or that were disrespectful or hurtful to others)

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: engage in a physical activity when they feel anxious or unhappy, to help make them feel better; Movement Competence: experiment with adopting a positive attitude if they are not feeling confident as they learn a new skill, and describe how doing so affects their skill development; Healthy Living: make sure that they are getting enough sleep and eating healthy food to help them learn and grow)

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: remind others about safety rules in a positive and supportive way; Movement Competence: talk with a partner to decide which piece of equipment to use and what distance to stand apart from each other in order to practise throwing and catching successfully; Healthy Living: explain to a friend who loves video games how real violence differs from fictional violence, and try to persuade that friend to choose less violent games)

Ontario							
3	Third Grade - Curricular Competencies	FUNdamentals					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Living Skills							
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 team members (e.g., Active Living: be willing to be anyone's partner for physical activities and be accepting of everyone when working in small groups; Movement Competence: interact positively with others when sharing space; Healthy Living: show leadership in identifying and avoiding peer pressure)							
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, resolving conflicts, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: come up with ideas for ways in which they could be physically active inside their family's house or apartment; Movement Competence: after performing a movement sequence, reflect on what they could have done differently to make the transitions from one movement to another smoother; Healthy Living: plan what they might bring to a family picnic, focusing on local foods, and give reasons for their choices)							

## Ontario

# 3

### Third Grade - Curricular Competencies

### FUNDamentals

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

#### Active Living

**A1.1** Actively participate in a wide variety of program activities (e.g., tag games, cooperative games, movement exploration with equipment, dance, outdoor activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair) [PS, IS]



**A1.2** Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors) as they participate in a wide variety of individual and small-group activities [PS]



**A1.3** Describe the benefits of participating in physical activity every day (e.g., physical benefits, such as better sleep, more energy, reduced risk of getting sick; social benefits, such as improved interaction with peers, greater empathy, stronger interpersonal skills, improved independence; emotional/mental benefits, such as stress release, greater self-confidence, improved concentration) [CT]

**A2.1** Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., moving to music at a variety of speeds during warm-up, participating in a variety of dance activities, moving on scooter boards) [PS]



**A2.2** Identify new capabilities and other benefits that may result from improved cardiorespiratory fitness (e.g., being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity) [CT]



















**A2.3** Assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods (e.g., talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity) [PS]

**A2.4** Develop and act on personal goals related to physical activity (e.g., jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend) [PS, CT]













**A3.1** Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., self-monitoring, being in control of themselves and aware of their surroundings, cooperating with others, abiding by rules and playing fairly, communicating positively to help others be safe, using equipment appropriately both in class and on the playground) [PS, IS]







**A3.2** Describe how to respond to accidents or injuries incurred while participating in physical activity (e.g., remain calm, stop all activity and hold the equipment, ask an injured person if he or she needs help, tell an adult what happened, avoid crowding the person who is injured) [PS, CT]












Ontario							
3	Third Grade - Curricular Competencies	FUNdamentals					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Movement Competence: Skills, Concepts, and Strategies							
B1.1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment (e.g., move smoothly between yoga positions, from a stork balance to a standing-scale balance, from a knee scale on a bench to a standing position on the bench) [PS]							
B1.2 Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control (e.g., jump high over lines or blocks; jump far past markers, over beanbags, or into a hula hoop that is held horizontally a short distance above the ground) [PS]							
B1.3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions (e.g., leap for distance in a zigzag pathway; alternate between walking and sprinting in a warm-up activity; travel sideways, alternately reaching high then bending low to touch the ground; move as close to others as possible without touching them, then far from others to find their own space; skip with a partner, matching their steps and arm actions; make patterns with a scarf; make up a movement sequence in response to action words or words of a poem) [PS, IS]							
B1.4 Send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment (e.g., throw a sponge ball underhand and overhand through a hoop with their dominant hand; catch an object such as a rubber chicken or beanbag, using two hands both above and below the waist; throw and catch a ball, using scoops or soft lacrosse sticks, over a line, a low net, or a bench; kick a ball with the right foot and then the left to a partner in a specific targeted area and then receive it back; use specialized objects and equipment to assist with catching, such as a textured ring or ball for easier gripping) [PS, IS]							
B1.5 Retain objects of different shapes and sizes in different ways, using different body parts and equipment (e.g., carry a beach ball while running and tag others with it in a game; balance a ball on a racket; hold a plastic ball in a scoop while jogging; control a ball with right and left feet while moving around pylons; bounce a ball using dominant and non-dominant hands while seated or kneeling) [PS]							



Ontario						
3 Third Grade - Curricular Competencies	FUNdamentals					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Movement Competence: Skills, Concepts, and Strategies						
B2.1 Demonstrate an understanding that different physical activities have different components (e.g., movement skills, rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]						
B2.2 Apply a variety of simple tactics to increase their chances of success during physical activities (e.g., assume a ready position in preparation to receive the ball when playing small-sided games such as two-on-two or to be ready for a quick start in a race; practise a balance routine on a line in the gymnasium while waiting for a turn on a balance beam or a bench) [PS, CT]*						
Healthy Living						
C1.1 Demonstrate an understanding of how the origins of food (e.g., where the food is grown, how it is made) affect its nutritional value and environmental impact [CT]						
C1.2 Demonstrate an understanding of different types of legal and illegal substance abuse (e.g., dependency on nicotine in cigarettes or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and the impacts of abusing these substances on themselves and others (e.g., dependencies or addictions, financial stresses, legal issues, health issues, environmental issues)						
C2.2 Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (e.g., guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe Internet use; personal hygiene guidelines; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [CT]						
C2.3 Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical ailments; cultural teachings can provide guidance when considering the impact of using substances) [CT]						
C3.1 Explain how local fresh foods and foods from different cultures (e.g., berries, curries, chapattis, lychees, kale, lentils, corn, nan, wild game, fish, tourtière) can be used to expand their range of healthy eating choices [CT]						
C3.2 Explain how the portrayal of fictional violence in various media (e.g., television dramas, video games, Internet, movies) can create an unrealistic view of the consequences of real violence (e.g., physical trauma, chronic disability, family stress, death) [IS]						

Ontario							
4	Fourth Grade - Curricular Competencies	Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Living Skills							
1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, 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 what makes them enjoy their favourite activities, and consider what this tells them about themselves; Movement Competence: identify which skills they perform with the most confidence and which ones are most difficult for them; Healthy Living: set a healthy eating goal connected to Canada’s Food Guide serving requirements for their age)							
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: describe how joining a school-wide activity such as an intramural team or club can benefit them; Movement Competence: choose equipment that will help them succeed in learning a skill or refining a skill; Healthy Living: describe how being aware of their feelings can help them adjust to physical and emotional changes at puberty)							
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 encouraging words to support teammates when playing in small groups; Movement Competence: signal with one hand or another to indicate whether they want to receive a pass using their dominant or their non-dominant hand; Healthy Living: identify what a bystander could do or say when someone calls another person names)							
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 team members (e.g., Active Living: play fairly by maintaining self-control and sharing opportunities to play; Movement Competence: cooperate with group members to develop a creative movement sequence; Healthy Living: explain what they can do, when sending text messages or communicating online, to avoid saying something that they wouldn’t say face to face; identify some of the teachings of First Nation, Métis, or Inuit cultures that can help them strengthen their own relationships)							

Ontario							
4	Fourth Grade - Curricular Competencies	Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Living Skills							
1.5 Use a range of critical and creative thinking 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: think through and apply the steps they will take to avoid injury while participating in a physical activity; Movement Competence: group different games and activities according to features they have in common; explore different body positions [arms up or down, body stretched or loose] when doing a log roll to determine which position works best for keeping the roll straight; Healthy Living: with a classmate, brainstorm ways of avoiding unhealthy behaviours or situations that make them feel uncomfortable, and list healthy alternatives)							
Active Living							
A1.1 Actively participate in a wide variety of program activities (e.g., lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., taking the initiative to be involved in the activity, being open to playing different positions and playing in different groups, respecting others' ideas and opinions, encouraging others, speaking kindly, maintaining self-control at all times) [PS, IS]							
A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., knowing rules of etiquette and fair play will be observed, having the opportunity to think creatively and adapt activities to individual needs or preferences, being physically and emotionally comfortable in the activities), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]							
A1.3 Identify factors that motivate participation in physical activity every day at school, at home, or in their communities (e.g., enjoyment; availability of programs; proximity and accessibility of facilities such as community centres, lakes, or nature trails; availability of bike racks; support of family and peer group; cultural relevance of activities) [CT]							

## Ontario

# 4

### Fourth Grade - Curricular Competencies

### Learn to Train

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### Active Living

**A2.1** Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., running, wheeling their wheelchair to music, skipping to music, doing light warm-up aerobic activity before stretching, doing parachute activities) [PS]



**A2.2** Identify how different physical activities affect the body and contribute to physical fitness and good health (e.g., dancing and cross-country running develop cardiorespiratory fitness and endurance, abdominal crunches develop muscular endurance and/or strength, climbing activities develop muscular strength, yoga develops flexibility and muscular strength, proper stretching activities develop flexibility and prevent injury) [CT]



















**A2.3** Assess their level of exertion during physical activity, using simple self-assessment techniques (e.g., taking pulse rates before, during, and after taking part in physical activities; checking how they feel during physical activity), and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities (e.g., intrinsic: level of fitness, state of health, energy level; extrinsic: familiarity with the activity; weather extremes such as heat, humidity, or cold) [PS, CT]

**A2.4** Develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity [PS, CT]



















**A3.1** Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., cooperating with others, monitoring their own actions and maintaining control of their bodies and equipment, using equipment such as hula hoops and playground apparatus appropriately, ensuring all chairs are pushed in before beginning DPA in the classroom) [PS, IS]



**A3.2** Describe common precautions for preventing accidents and injuries while participating in different types of physical activity (e.g., wearing goggles to protect the eyes when playing badminton, wearing a properly fitting helmet to protect the head, tucking in drawstrings to avoid catching them on equipment or other players, fastening all straps on a hockey sledge, staying clear of mud puddles on fields to avoid slipping) [PS, CT]

Ontario						
4	Fourth Grade - Curricular Competencies	Learn to Train				
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Movement Competence: Skills, Concepts, and Strategies						
B1.1 Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment (e.g., balance on a bench; balance with abdomen on an exercise ball; perform a four-point, three point, and two-point balance, with weight on hands; stretch to hold a balance while reaching up while their partner holds a balance at a medium level) [PS]						
B1.2 Demonstrate the ability to jump and land, in control, from a low height (e.g., jump off a bench and land in a stable position) [PS]						
B1.3 Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions (e.g., travel under, over, around, and through equipment in an obstacle course; hop and skip in a zigzag pattern, following a specific rhythm; run and leap over a line; use different levels while performing traditional and creative dances; perform t'ai chi or yoga movements slowly and at a moderate pace; wheel their wheelchair through an obstacle course, turn, and wheel back) [PS, IS]						
B1.4 Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement* (e.g., balance on the balls of their feet to be ready to move when receiving; step forward with the opposite foot and use the whole body when throwing a ball to achieve maximum force; use a scoop to explore different ways of catching a ball or beanbag; perform underhand and overhand throws with their dominant and non-dominant hands while keeping their eyes on the target; kick or trap a ball at various heights while remaining aware of their surroundings; move their feet and transfer their weight backwards to absorb force when receiving; move arms or legs faster to send with more force; toss and catch scarves in front of their bodies, following a simple pattern, when learning to juggle) [PS, IS]						
B1.5 Retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment (e.g., hold a rubber ring close to their body while running; bounce and cradle a ball while pivoting during a rhythmic gymnastics routine; practise keeping their head up while dribbling a ball between pylons or people with their dominant and non-dominant hand and foot; keep a basketball on their lap while wheeling in a straight line; carry a ball in a scoop from one end of the gym to the other while avoiding contact with others) [PS, IS]						



Ontario							
4	Fourth Grade - Curricular Competencies	Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Movement Competence: Skills, Concepts, and Strategies							
B2.1 Demonstrate an understanding of the basic components 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 variety of physical activities (e.g., lead-up games such as two-on-two soccer, beach-ball volleyball, and small-group keep-away; recreational activities such as scooter-board activities, hula hoop challenges, and throwing and catching a disc; cooperative games, such as keep-it-up, team monster walk, and group juggling; fitness activities such as circuits, running, and flexibility exercises; dance activities such as creative movement, folk dance, and First Nation, Métis, and Inuit dances) [IS, CT]							
B2.2 Identify common features of specific categories of physical activities* (e.g., individual, target, net/wall, striking/fielding, territory), and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories [CT]							
B2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., individual activities: establish a breathing rhythm when swimming, use a video showing tricks and moves with a skipping rope to learn how to break down a new move into simpler steps; target activities: choose a larger target for optimal success; net/wall activities: assume a ready position that will allow them to be ready to move in a variety of directions to defend a space; striking/fielding activities: throw or kick the ball away from fielders; territory activities: help their team keep possession of the ball by making short passes to teammates in a keep-away game or by changing directions quickly when dribbling a basketball) [IS, CT]							



Ontario							
4	Fourth Grade - Curricular Competencies	Learn to Train					
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Healthy Living							
C1.1 Identify the key nutrients (e.g., fat, carbohydrates, protein, vitamins, minerals) provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance							
C1.2 Identify risks associated with communications technology (e.g., Internet and cell phone use, including participation in gaming and online communities and the use of text messaging), and describe precautions and strategies for using these technologies safely [IS]							
C1.3 Describe various types of bullying and abuse (e.g., social, physical, verbal), including bullying using technology (e.g., via e-mail, text messaging, chat rooms, websites), and identify appropriate ways of responding [IS]							
C1.4 Identify substances (e.g. nicotine, carbon monoxide, tar) found in tobacco products and smoke (e.g., cigarettes, cigars, pipe tobacco, chewing tobacco, snuff), and describe their effects on health							
C2.1 Analyse personal food selections through self-monitoring over time, using the criteria in Canada's Food Guide (e.g., food groups, portion size, serving size), and develop a simple healthy-eating goal appropriate to their age and activity level (e.g., eat breakfast every day; include at least one fruit or vegetable at each meal and snack; help with food shopping and meal preparation at home; plan a meal using the First Nation, Inuit, and Métis food guide) [CT]							
C2.2 Apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food ) [CT]							
C2.3 Demonstrate the ability to make and support healthy, informed choices about smoking, using their understanding of factors that affect decisions about smoking and a variety of personal and interpersonal skills and thinking processes (e.g., applying decision-making, assertiveness, and refusal skills; thinking in advance about values and personal choices; identifying the pros and cons of both making a change and not making a change; being aware of peer pressure; avoiding situations where people will be smoking; using conversational strategies, such as saying no strongly and clearly, giving reasons, changing the topic, making a joke, asking a question) [CT]"							

## Ontario

# 5

### Fifth Grade - Curricular Competencies

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### Healthy Living

C3.1 Identify ways of promoting healthier food choices in a variety of settings and situations (e.g., school, arena, recreation centre, stores, food courts, special events; when camping, having a snack or meal at a friend's house, eating on weekends versus weekdays) [CT]















C3.2 Describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them














### Living Skills

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, 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: monitor progress towards fitness goals, noting improvements or lack of improvement and making changes as needed; note how physical activity makes them feel, particularly when they are experiencing stress; Movement Competence: describe how knowing their strengths and areas for improvement can help when they are learning new skills; Healthy Living: describe some of the factors or situations that cause them to experience stress)

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: demonstrate a positive attitude, persistence, and a willingness to seek support when working at developing fitness, and explain how these factors help them meet their goals; Movement Competence: try different approaches, such as adjusting body position or speed, to help maintain control of a ball with their feet while running down the field; Healthy Living: identify how to get help in different situations – in emergencies, when confronted with violence, when being bullied or witnessing someone else being bullied, to prevent injury)

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: warn others and report to the teacher if any equipment is broken or unsafe to use; Movement Competence: when working with a partner to create a developmental gymnastics sequence, listen to their partner and share ideas for ways to improve the sequence; Healthy Living: practise using refusal skills if presented with choices or peer pressure regarding use of alcohol or tobacco)

Ontario							
5	Fifth Grade - Curricular Competencies	Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Living Skills							
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 team members (e.g., Active Living: demonstrate leadership skills by taking turns leading warm-up activities; Movement Competence: collaborate with teammates to plan how to move the ball up the field, then follow through with the plan; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural diversity)							
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: make connections between being active and working towards personal fitness goals; Movement Competence: explain the idea of “healthy competition”, what it involves and what it should not involve, and how the presence or absence of those features might affect participation in physical activity; explore how using different speeds and pathways can enhance a dance sequence; Healthy Living: describe how the media can influence their food choices)							
Active Living							
A1.1 Actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness and endurance activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., encouraging others with positive comments, displaying fair play by respecting the decisions of others) [PS, IS]							
A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to modify games to make them more inclusive and to increase opportunities for participation, being exposed to new and different activities such as rubber chicken tag, having the opportunity to respond creatively to music and poetry, being able to take part in activities that emphasize healthy competition with themselves and others, having access to play spaces that are clean and attractive), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]							

Ontario							
5	Fifth Grade - Curricular Competencies	Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Active Living							
A1.3 Identify factors that can either motivate or make it difficult for people to be physically active every day (e.g., enjoyment; level of peer support; availability of transportation, equipment, time, and financial resources; availability of community resources; gender barriers or expectations; personal abilities; accessibility of facilities; personal organizational skills; family responsibilities or curfews), and describe ways of overcoming obstacles to staying active [CT]							
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., power walking, wheeling, playing three-on three games, skipping rope) [PS]							
A2.2 Identify the components of health-related fitness (e.g., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and the benefits associated with developing and maintaining each of them (e.g., increased cardiorespiratory endurance provides more stamina for prolonged activity, increased muscular strength and muscular endurance improve performance in activities, good flexibility allows for ease of movement during activities) [CT]							
A2.3 Assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time [PS, CT]							
A2.4 Develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests [PS, CT]							
A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ensuring their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition) [PS, IS]							
A3.2 Demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities (e.g., drinking fluids to avoid dehydration, before, during, and after vigorous activities; applying sunscreen and wearing a hat and sunglasses to protect the skin and eyes from sun damage; checking weather reports for the humidex, wind chill, air quality index, and UV index to determine what preparations may be needed to be safe and comfortable outdoors; bringing inhalers and epinephrine autoinjectors if needed; reading warning signs posted in recreational areas) [PS, CT]							

## Ontario

# 5

### Fifth Grade - Curricular Competencies

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### Movement Competence: Skills, Concepts, and Strategies

**B1.1** Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment (e.g., perform a sequence of movements on a floor line or a bench; stay in control while rolling, balancing, twisting, dodging, jumping, skipping quickly and slowly) [PS]

**B1.2** Demonstrate the ability to jump in control for height or distance, using a variety of body actions (e.g., push off strongly during take-off when jumping for height; keep a tight body position when turning in the air; land smoothly and safely after a vertical jump and half turn in a dance sequence; maintain body control when landing after a long jump) [PS]












**B1.3** Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways (e.g., dodge or change speed or direction to avoid people or objects; incorporate different movements at varying speeds when creating a dance with a partner; use ribbons or balls to develop a movement sequence that includes jumps, turns, movements in different directions, and balances) [PS, IS]

**B1.4** Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement\* (e.g., kick a ball with the inside of their dominant foot at varying speeds to a partner who absorbs the ball with his/her body when it is received; strike a beach ball with a hand paddle and follow through in the direction of the intended target; experiment with using different amounts of force to send at different speeds) [PS, IS]

**B1.5** Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment (e.g., dribble a ball around pylons, slowing down as needed to maintain control; stickhandle a felt disc towards a goal or target while shifting the direction of forward movement to avoid defenders or obstacles; catch and carry a ball in a scoop) [PS, IS]

**B2.1** Demonstrate an understanding of the components of physical activities (e.g., movement skills, game structures, rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as three-on-three lacrosse, mini tennis, and keep-it-up; recreational activities such as disc golf, parachute activities, orienteering, and cooperative games; fitness activities such as yoga, isometric muscle building activities, and endurance activities; dance activities such as creative movement, hip hop, and novelty dances) [IS, CT]



Ontario							
5	Fifth Grade - Curricular Competencies	Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Movement Competence: Skills, Concepts, and Strategies							
B2.2 Describe common features of specific categories of physical activities* (e.g., individual, target, net/wall, striking/fielding, territory), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]							
B2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., individual activities: interpret feedback from a partner and adjust their position in a yoga activity; target activities: choose an appropriate distance from the target to maximize level of challenge and opportunity for success; work on accuracy by maintaining eye contact with the target and following through in the direction of the target; net/wall activities: place shots away from their opponent; striking/fielding activities: choose their position to effectively cover a space when fielding; territory activities: make quick passes to keep the object moving when playing a modified team handball game) [IS, CT]							
Healthy Living							
C1.1 Identify people (e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders) and supportive services (e.g., help lines, 9-1-1, Telehealth, public health units, student services) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations [PS]							
C1.2 Describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication (e.g., amount consumed, speed of consumption, sex, body size, combinations with other drugs or food, emotional state)							
C2.1 Explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices [CT]							
C2.2 Demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident; being aware of surroundings; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [PS, IS, CT]							



## Ontario

# 5

### Fifth Grade - Curricular Competencies

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### Healthy Living

C2.3 Demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking, drug use, gambling) [IS]

C3.1 Describe how advertising and media influences affect food choices (e.g., TV commercials, product packaging, celebrity endorsements, product placements in movies and programs, idealized body images in movies and programs, magazine articles promoting fad diets), and explain how these influences can be evaluated to make healthier choices (e.g., critically examining the reasons for celebrity endorsements or the plausibility of product claims, checking whether there is information in the advertisement that verifies the claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media, evaluating diet plans against accepted nutritional criteria such as those used in Canada's Food Guide) [CT]

C3.2 Explain how a person's actions (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment; positive actions such as praising, supporting, including) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others [PS, IS]

C3.3 Identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person's decision to drink alcohol at different points in his or her life [CT]

## Ontario

# 6

### Sixth Grade - Curricular Competencies

### Learn to Train

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### Living Skills

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, 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: identify which of the factors known to motivate participation in physical activity in most people are the strongest factors affecting their own motivation to be active; Movement Competence: assess their technique for catching throws of different speeds – are they remembering to move farther away when a ball is thrown hard and fast?; Healthy Living: reflect on how their body image affects their self-concept, and identify other factors, including acceptance by others, that influence their sense of themselves)

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 why properly fitted helmets and well-secured straps on wheelchairs allow them to participate in physical activities with greater confidence; Movement Competence: explain how adopting a positive attitude and a willingness to try new things helped them have more fun and make progress in learning a new skill or game; Healthy Living: describe how their management and organizational skills are applied when they are preparing to babysit a younger child)

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 encouraging words to support other students when being active; Movement Competence: communicate clearly when working together in small groups to create a movement sequence; Healthy Living: describe what verbal and non-verbal signals could be used to send messages to others about how you feel about them)

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 team members (e.g., Active Living: promote fair play, share equipment, take turns, and follow rules when playing lead-up games; show respect for the decisions and calls of teammates when refereeing their own activities; Movement Competence: contribute ideas when working in a group to accomplish a collaborative task; Healthy Living: show awareness of how best to help others by asking questions and responding as directed by the person)



## Ontario

# 6

### Sixth Grade - Curricular Competencies

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#### Living Skills

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: describe the steps that should be taken when responding to minor injuries; Movement Competence: plan a variety of offensive and defensive tactics that could be used in different situations in striking/fielding games; Healthy Living: describe what can be done to challenge stereotypes and assumptions, and to encourage respect for and acceptance of differences and inclusion of all people in social activities)

#### Active Living

A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate in activities in various sizes of groups and using various types of equipment, having a choice of activities, being able to take part in activities that are modified to suit their individual needs, being able to participate actively in a game or activity rather than having to sit it out, having a chance to take part in both team games and individual activities, experiencing pleasure in both the physical experiences and the aesthetic aspects of movement), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]

A1.3 Describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities (e.g., influence of friends, enthusiasm for the outdoors, a preference for either team or individual activities, encouragement from others, increased time with friends, availability of a program, enjoyment of healthy competition, influence of media role models) [CT]

A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., hiking, playing lead-up soccer, doing fitness circuits, doing aerobic routines, orienteering; walking to reduce heart rate after activity, holding stretches after running) [PS]

A2.2 Explain how participation in physical activities affects personal health-related fitness (e.g., muscular strength and endurance activities help tone and strengthen muscles, flexibility activities can help prevent injuries, cardiorespiratory activities can improve the immune system) [CT]



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		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Active Living							
A2.3 Assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) as they participate in various physical activities (e.g., comparing how they feel before, during, and after an activity or simple fitness tasks), and monitor changes in their physical fitness over time (e.g., comparing their personal results and physical activity participation over a period of time, such as the beginning, middle, and end of the school term) [PS, CT]							
A2.4 Develop and implement plans of action based on both their assessments of their health-related components of fitness and their interests, in order to achieve personal fitness goals (e.g., improving cardiorespiratory fitness by doing activities that increase the heart rate in order to be able to walk or run faster or wheel a specified distance; enhancing flexibility by holding a stretch for a designated amount of time) [PS, CT]							
A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., demonstrating personal responsibility; checking that equipment is in good working order; wearing an appropriate and properly fitting helmet when taking part in activities such as bike riding, downhill skiing, or skateboarding; helping someone adjust the straps on his/her wheelchair) [PS, IS]							
A3.2 Describe appropriate methods for treating minor injuries that may occur while participating in physical activity (e.g., applying pressure and ice to reduce swelling, cleaning and bandaging minor cuts, applying pressure to reduce bleeding, treating injuries quickly so they do not become worse) [PS, CT]							
Movement Competence: Skills, Concepts, and Strategies							
B1.1 Perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance (e.g., shift weight smoothly during hip hop dancing; perform twists and balances on a stability ball; with a partner, use resistance [pushing] and counter-tension [pulling] by shifting and adjusting their weight and position to create a stable partner balance; move smoothly from a downward dog pose in yoga to a standing pose) [PS, IS]							

## Ontario

# 6

### Sixth Grade - Curricular Competencies

### Learn to Train

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### Movement Competence: Skills, Concepts, and Strategies

**B1.2** Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment (e.g., wheel their wheelchair around objects and at different speeds in a fitness circuit; create a developmental gymnastics sequence with a partner that uses a range of movements and shows changes in speed, level, and formation) [PS, IS]



**B1.3** Send and receive a variety of objects (e.g., rubber chickens, rings, beanbags, soft foam balls, discs, tennis balls, utility balls), adjusting for speed and distance, while applying basic principles of movement\* (e.g., use different amounts of force to send an object to a teammate, depending on relative positions and type of object being thrown, batted, or kicked; send an object through a hoop, into a bucket, to a target on a wall, to a specific spot on the other side of a net, to a partner; bend knees, keeping arms out and head up in a ready position to prepare to receive an object; use the body to absorb an object that is sent with greater force; follow through in the direction of the target to improve aim and accuracy) [PS, IS]



**B1.4** Retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment (e.g., run to catch a football, then carry it in a “down and out” pattern that first goes down the field, then turns abruptly right or left; stickhandle a felt disc slowly and then quickly while keeping their head up) [PS, IS]








**B2.1** Demonstrate an understanding of the basic components 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 variety of physical activities (e.g., lead-up games such as four-on-four rubber-chicken keep-away, basketball shooting games, and two-base softball; recreational activities such as mini-triathlons, hiking, skipping rope, and cooperative games; fitness activities such as t'ai chi, activities with exercise bands and exercise balls, and personal fitness challenges; dance activities such as cultural dance, jazz, and creative movement) [IS, CT]



**B2.2** Describe common features of specific categories of physical activities\* (e.g., individual, target, net/wall, striking/fielding, territory), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]





Ontario							
6	Sixth Grade - Curricular Competencies	Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Movement Competence: Skills, Concepts, and Strategies							
B2.3 Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., individual activities: find a comfortable pace when running, wheeling a wheelchair, or speed-walking; work with a partner to develop different ways of using an exercise ball to improve core strength; target activities: in a game like bocce, hit opponents' balls out of the way in order to make space for their own ball closer to the target; net/wall activities: assume a position of readiness to move to receive an object; practise sending the ball to specific parts of the opposite court; striking/fielding activities: throw the ball promptly to teammates after retrieving it to stop opponents from scoring; territory activities: defend territory by anticipating an opponent's actions; bounce a utility ball at different heights to keep it from an opponent in a keep-away game; throw a disc to a stationary partner, then move down the field to receive a return pass) [IS, CT]**							
Healthy Living							
C1.1 Describe the range of effects associated with using cannabis and other illicit drugs (e.g., crack, cocaine, Ecstasy, crystal methamphetamine) and intoxicating substances (e.g., gas, glue, prescription medications)							
C1.2 Identify people and community resources (e.g., elders, family members, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities) that can provide support when dealing with choices or situations involving substance use and addictive behaviours							
C2.1 Apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., allergies and sensitivities, likes and dislikes, dental health, food availability, media influences, cultural influences, influence of family and friends, school food and beverage policies, environmental impact, cost) to develop personal guidelines for healthier eating [CT]							
C2.2 Apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink (e.g., stage of development, growth spurts, level of physical activity, eating larger portions) to develop personal guidelines for healthier eating [PS]							

Ontario							
6	Sixth Grade - Curricular Competencies	Learn to Train					
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Healthy Living							
C2.3 Apply personal skills and interpersonal skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations (e.g., classroom groups, groups of friends, sports teams, school clubs) [PS, IS]							
C2.4 Use decision-making strategies and skills and an understanding of factors influencing drug use (e.g., personal values, peer pressure, media influences, curiosity, legal restrictions, cultural teachings) to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis [CT]							
C3.1 Explain how healthy eating and active living work together to improve a person's general health and well-being (e.g., both provide more energy and contribute to improved self-concept, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them) and how the benefits of both can be promoted to others [CT]							
C3.2 Recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying) [PS, IS]							

## Ontario

# 7

### Seventh Grade - Curricular Competencies

### Learn to Train







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#### Living Skills

1.1 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, 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: describe the role models that may have influenced some of their choices with respect to physical activity; consider what effect their family and their cultural background have had on the way they think about participation in physical activity or on the activities they choose; Movement Competence: take responsibility for improving a skill by breaking it down, getting feedback on the way they perform each part, and working on parts that need improvement; Healthy Living: describe ways in which they can monitor and stay aware of their own physical, emotional, and psychological 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 organizational and time-management skills to find a balance when planning time to be active every day, to complete homework, and to spend time with family and friends; Movement Competence: demonstrate how to refine movements by adjusting body position during the preparation, execution, and follow-through stages of an action; Healthy Living: describe how to access different sources of support when dealing with issues connected to substance use or mental health)

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: clearly communicate refusal to participate in activities that are unsafe, particularly when peer pressure is involved; Movement Competence: show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as "Good try", to the goalie; Healthy Living: practise effective responses to someone who directs a homophobic or racial slur to them or to another student)

Ontario						
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Living Skills						
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 team members (e.g., Active Living: make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence: work cooperatively with a partner when hitting a badminton shuttle back and forth; Healthy Living: explain how appreciating differences can contribute to positive relationship building)						
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: describe how they can use health-related fitness-assessment information when making action plans for personal fitness; Movement Competence: devise and experiment with different tactical solutions for better results in particular sports and other physical activities; Healthy Living: explain the connections between body image, mental health, and the risk of substance abuse; explain the importance of understanding connections between food choices and chronic diseases)						
Active Living						
A1.1 Actively participate in a wide variety of program activities, according to their capabilities (e.g., individual activities, small- and large-group activities, movement and rhythmic activities, dance, outdoor pursuits), while applying behaviours that enhance their readiness and ability to take part (e.g., striving to do their best, displaying good sports etiquette along with healthy competition) in all aspects of the program [PS, IS]						
A1.2 Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., being able to modify games for different purposes; being able to take part in activities that suit their individual abilities and interests; being exposed to a variety of activities, including recreational, team, individual, body management, and dance and fitness activities; feeling comfortable about the activities; being able to take part in activities that are culturally relevant), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments [PS]						

Ontario						
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Active Living						
A1.3 Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities) [CT]						
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., aerobic fitness circuits, floorball, capture the flag, wheelchair soccer) [PS]						
A2.2 Identify factors that can affect health-related fitness (e.g., heredity, nutrition, developmental stage, environmental factors, social and emotional factors, mental health, cultural teachings), and describe how training principles (e.g., frequency, intensity, duration, type of activity) can be applied to develop fitness [CT]						
A2.3 Assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time (e.g., by tracking heart rates, recovery time, changes in how one feels during and after activity; by comparing activity participation and changes in fitness levels) [PS, CT]						
A2.4 Develop, implement, and revise a personal plan to meet short-term, health-related fitness goals (e.g., by using personal assessment information to set realistic short-term goals, using appropriate training principles, identifying possible challenges, identifying sources of support, determining what will indicate when goals have been reached, monitoring progress and comparing achievements to planned goals, acknowledging successes, changing goals or approaches as needed) [PS, CT]						
A3.1 Demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., following appropriate procedures and guidelines, demonstrating social responsibility, checking that they have their puffers and/or epinephrine autoinjectors, checking for hazards such as pencils or other objects on the floor or potholes on the field before beginning activities, using mouth guards when necessary during recreational activities in the community, avoiding pressuring a peer to participate in unsafe activities, being respectful of others who may be hesitant to try new skills) in a variety of physical activity settings (e.g., school, community recreational facilities, outdoor recreational venues) [PS, IS]						



## Ontario

## 7

## Seventh Grade - Curricular Competencies

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## Lesson 6

## Active Living

**A3.2 Demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors (e.g., be aware of common hazards that could be encountered and take appropriate precautions; apply systems thinking to risk assessment by making connections between possible hazards and their outcomes; recognize unexpected hazards, assess the risk, and control the hazard by telling someone about it, removing it, or removing themselves from the danger) (PS, CT)**


















## Movement Competence: Skills, Concepts, and Strategies

**B1.1 Perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance (e.g., perform a rhythmic gymnastic sequence such as throwing a ball, performing a shoulder roll, and catching the ball; demonstrate a dance sequence with a partner, including a series of steps, jumps, turns, and balances; perform a smooth high jump approach, take-off, and landing; use a low stance for balance during a pivot turn; move smoothly between positions in a yoga sequence)**  
[PS, IS]

**B1.2 Perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (e.g., dodge and fake in response to others, accelerate before taking off for a high jump or a running long jump, respond to changes in music during creative dance by changing arm movements, lift feet and show awareness of trail conditions and obstacles when running cross-country on trails) [PS]**

**B1.3 Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement\* (e.g., use different strokes and varying degrees of force, depending on their opponent's position on the court, to return the shuttle in badminton; assume a ready position to prepare to receive a short pass; strike a ball by shifting their weight as they contact the ball and following through in the intended direction to send it between or over opposing players; cradle or control the ball on the side of the body that is away from opponents when moving up the field) [PS, IS]**

**B1.4 Demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities (e.g., jumping during a dance routine: bend knees to get ready to jump, thrust arms up for extra force while jumping, hold a controlled body position in flight, bend knees and put arms out for a stable landing) [PS]**

Ontario						
7 Seventh Grade - Curricular Competencies	Learn to Train					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Movement Competence: Skills, Concepts, and Strategies						
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 variety of physical activities in indoor and outdoor environments [IS, CT]						
B2.2 Describe and compare different categories of physical activities* (e.g., individual, target, net/wall, striking/fielding, territory), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]						
B2.3 Apply a variety of tactical solutions to increase chances of success as they participate in physical activities (e.g., individual activities: practise a dance or gymnastics sequence in parts to refine each move, then put it back together in a sequence; target activities: adjust force when sending the object so that it will stop or land in a position to block the opponent; net/wall activities: work with teammates to cover space effectively; striking/fielding activities: hit or kick in different ways, varying the distance the object is sent, so that it will be more difficult for opponents to field and return the object; territory activities: use a “give and go” by sending the object to a teammate (give) then running to an open space to receive the object back again from the teammate (go); kick a leading pass to a moving teammate to maintain possession) [IS, CT]*						
Healthy Living						
C1.1 Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (e.g., benefits: saving time; increased access to information; improved communication, including global access; dangers: misuse of private information; identity theft; cyberstalking; hearing damage and/or traffic injuries from earphone use; financial losses from online gambling; potential for addiction), and identify protective responses						
C1.2 Demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources (e.g., trusted adults at school, guidance counsellors, public health services, community elders, help lines) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours [PS]						

Ontario							
7	Seventh Grade - Curricular Competencies	Learn to Train					
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Movement Competence: Skills, Concepts, and Strategies							
C1.2 Demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources (e.g., trusted adults at school, guidance counsellors, public health services, community elders, help lines) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours [PSC2.1 Demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders (e.g., cancer, Type 2 diabetes, cardiovascular disease, obesity, food allergies and anaphylaxis, tooth decay, osteoporosis) [CT]							
C2.2 Assess the impact of different types of bullying or harassment (e.g., intimidation, ostracism, pressure to conform, gang activities) on themselves and others, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations) [IS, CT]							
C2.3 Explain how preoccupation with body image can contribute to substance abuse (e.g., misuse of supplements, vitamins, diuretics, diet pills, laxatives, or steroids to alter appearance), and demonstrate the ability to make informed choices about caring for their bodies [PS, CT]							
C3.1 Demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines (e.g., personal: likes and dislikes, busy schedules, food allergies or sensitivities, personal values, cultural practices or teachings; external: family budget, cost of foods, type of food available at home, at school, or in the community), and identify ways of encouraging healthier eating practices							
C3.2 Analyse the personal and societal implications of issues related to substance use and addictive behaviours (e.g., effect of technology dependence on school and workplace performance, risks associated with chewing tobacco, effects of second-hand smoke on non-smokers and children, legal and health implications of underage drinking, body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol abuse during pregnancy) [CT]							

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