

Yearly Planner Activity  
Timm and the Dance Moms  
EPHE 311

Grade: 4

Rationale (why and how) (14 marks in total)

1. Age of students and planning implications – (3)

This yearly plan is based on the BC curriculum outcomes developed for students in grade four. However every classroom environment is different and some classes will need to be modified to fit the needs and skills of our students. Each group of students may master skills faster than others and we can adjust the amount of time each unit will take based on our students. The students are between the ages of nine and ten and still developing the fundamental movement skills. Throughout the year students will need guidance in creating locomotor and psychomotor skills. All lessons are open to modifications based on classroom makeup and student ability. Create levels for students to work at their own pace and feel comfortable participating. Our year plan is also contingent on the equipment each school has available to them, we can adapt lessons based on the supplies we have. The field trips we have included are also contingent on the socioeconomic reality of the school being taught at. Each field trip requires parent drivers, or bus fare, cost of field trip and realistic supplies expected of our students. We need to be aware of including all students and not creating financial hierarchy of students who are unable to afford all field trips. We have planned based on a few major holidays however lessons may also switch and flip around based on PRO-D days and long weekends.

**2. Principles of Learning – (3) (Consider how these principles apply to age of student and type of planning model you are using).**

The planning model that we have used is the Integrated Planning model, which comprises a combination of blocking lessons and continuous planning. We chose this model because we felt it was valuable to encourage improvement and growth in a variety of tasks and motor skills throughout the entire school year. We paid special attention to ensuring that our yearly planner is balanced and that certain topics such as nutrition, personal health, and mental health are integrated throughout the entire year as topics addressed on “Wellness Wednesdays”, borrowing from the continuous planning model. As our yearly planner is for children aged 8-9 who require vigorous physical activity, our planning model allowed us to integrate more stationary lessons - such as yoga and goal-setting - with high-intensity games to balance the our teaching of the curriculum. Having “Wellness Wednesdays” is a great tool for addressing students’ emerging needs to self-identify, to win, and become increasingly aware of their gender roles and peer groups. Having a class once a week dedicated towards addressing social and affective development gives the teacher the flexibility to switch topics around depending on the current needs of the class based on observation. Lastly, the structure of our “units” which is more in line with the blocking lessons model allows for the teacher to scaffold student learning as their cognitive skills, such as memory and awareness of their own abilities, improve.

**3. Range and Balance of Activities – (2)**

When planning activities it is essential to pay attention to both the range and the styles/types of activities in order to maximize skill building, student success, and classroom relationships. One of the overarching goals of physical and health education is to foster lifelong habits and behaviours in students. In order to do this, educators must work to educate the whole of the child in a variety of areas including outdoor ed, traditional sports and games, both cooperative and competitive pursuits, and finally health and wellness.

Providing a broad spectrum of topics and activities engages students in activities that they might not be exposed to outside of school. This engagement increases the likelihood of students discovering an area or activity that they are passionate about and successful in. This not only increases student confidence but creates a positive association with physical activity.

Furthermore, balancing the range of activities is conducive to developing a variety of skills in students that work towards full-body health. In terms of how to accomplish incorporating both range and balance, using resources is crucial until you build up your own body of lessons and activities. For example, the curriculum and the [PE movement categories document](#). When you use the curriculum to determine the competencies and content that you need to teach, you can then look at all of the activities across the various categories to determine which activities you can use to meet each competency. Of course, feasibility must be kept in mind which will be determined by where your school is located, the age of your class, and what kind of funding is available. For our planning process, our goal was to incorporate at least one activity from each main category (alternative-environment, dance, games, gymnastics, and individual & dual). I think this a great starting strategy, and then as a teacher becomes more comfortable with the various types of activities and the competencies that can be incorporated into them, more activities can be included.

#### **4. Type of planning model(s) used – (2) – ([Consider how you sequence activities and connect them to other school learning and activities](#))**

When creating a year schedule, it is imperative that one is conscious of their placement of various activities in order to ensure that all curricular needs are met and scaffolding is present. One should also ensure that they are providing a large range and balance throughout all activities and physical education programs run throughout the course of the school year; in prior years, the BC Curriculum highlighted 5 movement categories - “alternative environments [land and water], dance, gymnastics, game, and individual and dual activities. Although the curriculum no longer highlights these specific

categories, they still provide insight that one may consider working into their yearly plans. There are also 12 principles of learning in motor skills: principle of interest, practice, distributed practice, skill-specificity, whole-part learning, transfer, skill improvement, feedback, and variable practice - which can be used to guide an educators planning; of an educator understands these various principles and how they come into play in physical education, they will be able to plan lesson effectively as well as monitor and respond efficiently in the classroom setting. The aforementioned 12 principles should be considered during all aspects of planning such as the sequence of the lessons, student interest, teacher comfort, assessment, etc.

There are 3 types of planning models - block planning, continuous planning, and integrated planning - each have their pros and cons.

**Block Planning** - Lessons are focused on a single specific topic, say creative dance, until the completion of the unit at which point a new unit begins. Some educators use this model because it allows for focused practice of a skill which can lead to improvement; this, in turn, can promote student confidence as they are able to develop control over their skills. Block planning is easy to organize, allows easy to set up in the gymnasium, and is easy to remember by both teachers and students. However, it is important to remember that block planning can also be painful if the students are unmotivated to learn the skills necessary in the unit or if they are unable to improve. Block planning can lead to a lack of time both inside the classroom schedule and outside to practice the skill. This type of model can also be boring due to repetition; this same repetition can lead to injuries due to overuse of specific body parts or movement processes.

**Continuous Planning** - Continuous planning follows multiple units which take place over the course of multiple weeks. An example of continuous planning would be doing a gymnastics unit, a dance unit, and a fitness unit concurrently, with each unit given a designated day out of the week - gymnastics on Mondays, dance on Tuesdays, and fitness on Fridays. A massive draw for continuous planning is the variety it provides; the variety keeps

student interest high and addresses “total body fitness and range of movement types.” This model also promotes better retention and ability. A downside of the continuous planning model is that improvement is ultimately slower than with the block planning model. This type of planning is also more difficult to organize - tracking progress in a variety of areas, and requires students to remember in order to be able to review and then progress.

**Integrated Planning** - this type of planning combines the block planning and continuous planning models. An example of this would be a dance unit taking place in the block planning style, with every Friday being used as a fitness block. In this way, the ‘fitness unit’ takes place over the course of the entire year (every Friday) instead of having a 2-3 week unit. This type of planning allows for variety while also ensuring students can focus on improving in a specific skill. Integrated planning also builds in more time for students to practice their new skills. The negatives for this model of planning are that it is, again, more complex to organize than the more simple block planning as well that it may not be possible for all activities to work in this style of planning.

## 5. How to connect to the [BC redesigned curriculum](#) – Big Ideas and Core competencies (2)

### Core competencies:

#### **Communicating**

Communication is used almost all the time in physical education courses.

Without proper communication there will be additional safety risks.

Communication is also closely related to collaboration and is necessary in collaborative team games.

#### **Thinking**

Physical education requires a different type of thinking than most academics.

IN physical education students will learn how to be quick thinkers and adapt to their environment during game play and activities. Problem solving skills may be used to develop strategies during gameplay and activities.

## Personal and social competency

You see both personal and social competencies in physical education classes. For personal competency we focus on personal health and what that looks like for each individual. The social aspect refers to acceptance and meaningful relationships with other students. Children need to develop personal competencies before they can achieve social competencies.

### Big ideas:

- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.
- Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.
- Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.
- Personal choices and social and environmental factors influence our health and well-being.
- Developing healthy relationships helps us feel connected, supported, and valued.

Physical and health education can connect to these big ideas by exposing students to different intensities of physical activity. It should also teach them how and encourage them to stay active outside of physical and health education class. Some students are not exposed to sports or physical activities outside of school so in school we need to expose them to different ways to be active that may strike their interests. Instructors should make individual approaches to teach students that everyone is different and needs to take care of themselves in ways that could differ from others and that that is acceptable. In general skills and tips for healthy living that work for everyone should be taught so that everyone feels included. Students should also be taught about health risks and the importance of keeping themselves safe and healthy to motivate them to participate in activities as much as possible. Students will also be taught how to work together as a team in order to achieve

a common goal. Good sportsmanship should be stressed as an important part of collaborative and competitive gameplay.

## **6. Teacher Comfort – (1)**

We have discussed the importance of teacher comfort when teaching P.E. and we decided that it is a very important component of teaching. If a teacher is not comfortable teaching a specific component of any subject, it can be of great detriment to their students' development. If a teacher shows a visible discomfort discussing a topic their students will inevitably notice and possibly become uncomfortable with the topic themselves. We discussed that teacher comfort is of particular importance during sexual health units. However, a teacher must be comfortable teaching any subject in order to teach effectively. Some ideas that we have come up with that will aid teacher comfort/ remedy teacher discomfort are:

- Collaborate with other teachers - By collaborating with other teachers we can gain insights into our students prior experiences and knowledge. As well as, getting useful information on what has been a success or failure in their experience. By gaining this knowledge teacher comfort will be increased by establishing higher confidence due to this increased knowledge.
- Establish a comprehensive knowledge of course material - By becoming knowledgeable about each component of all subjects a teacher will obviously be more comfortable teaching all subjects. By doing research and gaining knowledge about what each subject contains a teacher will also be able to identify where they may need to work on their own comfort level.
- Maintain your own mental health- By maintaining your own mental health a teacher will be more comfortable in the classroom. A

mentally well teacher will also be better prepared to deal with their own discomfort.

- Maintain a high level of physical health - When teaching P.E. the teacher who maintains a high level of health will be better prepared to teach because they will be able to withstand the physical demands of their job. This helps teacher comfort because if they are fit they will feel better when teaching and this will increase comfort.
- Have well developed pre-planned lessons- If lesson plans are pre-planned and well developed a teacher will be more comfortable teaching simply by being better prepared.
- Have options for scaling and accessibility- Student discomfort can lead to teacher discomfort. If a student does not have the tools to complete an assigned task and there is no option for the task to be modified., the student will be uncomfortable. In turn, the teacher will also become uncomfortable. So, to remedy this a teacher must provide proper options for scaling and accessibility
- Develop a detailed knowledge of each student- A successful, comfortable teacher is one who has a detailed knowledge of each of their students. This way, the occurrence of a sudden surprise of student comfort level will be reduced.
- Identify which subjects may be outside a teacher's "comfort range"- If a teacher is aware of their own comfort levels they will be able to pre-plan for the lessons and become more comfortable.
- If discomfort with a specific subject cannot be overcome, find a colleague who can fill in for you. - this is a last resort, building your comfort level is the goal.

## 7. Other – (1)



Teya

Assessment Ideas – [Curriculum examples](#) (3 marks)

([Consider how you might combine three types \(AS/FOR/OF\) of assessment](#)).

**Teacher formative assessment on students:**

- On-going in class participation assessment
- Teacher observation in class
- Growth and progression
  - From beginning of unit to the end
  - From beginning of year to the end

**Teacher summative assessment on students:**

- Parent teacher conferences
  - Setting behaviour goals
  - Work habit goals
  - Discuss on-going in class participation

**Student self assessment:**

- End of the day self reflection (fingers up 1,2,3,4)
  1. Emerging
  2. Developing
  3. Proficient
  4. Extending
- Self-reflecting participation mark
- Goal setting
  - Classroom goals
  - Personalized health goals
  - Unit specified goals
  - Yearly goals
  - Reflection of goals

**Peer assessment:**

- Peer specific skill assessment
- Peer participation assessment

## YEARLY CALENDAR (10 pts)

36 weeks

108 classes

### Table of Contents :

1. Field Games/Team Building
2. Handball
3. Swimming
4. Basketball
5. Creative Dance
6. Badminton
7. Gymnastics
8. Target/Bowling
9. Jump Rope
10. Soccer
11. Cycling
12. Track and Field
13. Outdoor Ed (interspersed)
14. Mental Health (Wellness Wednesday)
  - a. Yoga (Wellness Wednesday)
15. Sexual Health and Relationships (Wellness Wednesday)
16. Personal Health (Wellness Wednesday)
17. Curricular Content

SEPTEMBER	Mon	Wed	Fri	Outside & classroom activities and School Events

<p>Week #1</p> <p>Field</p> <p>Games/Team Building</p> <p>Mental Health</p>	<p>Goal Setting Game</p> <p>Teaching How to set a goal and a get to know you game</p>	<p>Wellness</p> <p>Wednesday: Mindfulness</p> <p>Introduce a wellness check in, talk about anxiety and other mental health issues students may face in the school year.</p>	<p>Catching and Throwing a Frisbee</p> <p>Teach students how to throw a frisbee, how to catch a frisbee. Teach them twisting while throwing.</p>	
<p>Week #2</p> <p>Field</p> <p>Games/Team Building</p> <p>Yoga</p>	<p>Frisbee Golf</p> <p>teaching how to play frisbee golf as an intro to ultimate frisbee. Twisting, throwing, teamwork.</p>	<p>Wellness</p> <p>Wednesday: Yoga Teach Balancing and Bending twisting with highlighting good pain in a stretch and bad pain in a stretch.</p>	<p>Ultimate Frisbee</p> <p>teach ultimate frisbee, team building, competitive games, throwing, catching.</p>	
<p>Week #3</p> <p>Field</p> <p>Games/Team Building</p> <p>Relationships</p>	<p>Ultimate Frisbee</p> <p>Understanding competitive goal</p>	<p>Wellness</p> <p>Wednesday: Bullying and strategies for responding to hazardous situations</p>	<p>Capture the Flag</p> <p>Teaching students territory invasion games.</p>	

	<p>structures, resolidifying rules and techniques learned in the ultimate.</p>			
<p>Week #4 Field Games/Team Building Yoga</p>	<p>Capture the Flag</p> <p>Teaching students, territory invasion games. Throwing, Catching, and running.</p>	<p>Wellness Wednesday: Yoga Emotional Check-In as a class, Teaching yoga poses and balance.</p>	<p>Softball Toss Teaching students how to throw a ball and how to catch. Work as a group.</p>	
OCTOBER				
<p>Week #1 Field Games/Team Building Personal Health</p>	<p>Softball Toss</p> <p>-Movement concepts including body awareness, spatial awareness, effort awareness and relationship to/with others and objects</p> <p>- throwing - catching</p>	<p>Wellness Wednesday: Personal Goal Setting for participating in regular physical activity</p> <p>engage in practices that promote health and well-being, including those</p>	<p>Red Light Green Light</p> <p>-Movement concepts including body awareness, spatial awareness, effort awareness and relationship to/with others</p>	

		<p>relating to physical activity: getting 60-90 minutes of moderate to vigorous physical activity each day</p> <ul style="list-style-type: none"> <li>- identify and describe opportunities for and potential challenges to being physically active at home, at school, and in the community</li> </ul>		
<p>Week #2</p> <p>Field</p> <p>Games/Team</p> <p>Building</p> <p>Yoga</p>	<p><b>Kick the Can</b></p> <ul style="list-style-type: none"> <li>-Movement concepts including body awareness, spatial awareness, effort awareness and relationship to/with others and objects</li> <li>-kicking</li> <li>-Types of play activities that usually involve rules, challenges, and social interaction; could include: tag and team games</li> </ul>	<p>Wellness</p> <p>Wednesday:</p> <p>Yoga</p> <p>Proper technique for fundamental movement skills, including non-locomotor movements performed "on the spot" without travelling across the floor or surface; could include: balancing, bending, and twisting</p>	<p>California</p> <p><b>Kickball</b></p> <ul style="list-style-type: none"> <li>lifting</li> <li>-Types of play activities that usually involve rules, challenges, and social interaction; could include: tag and team games</li> </ul>	
<p>Week #3</p> <p>Field</p> <p>Games/Team</p> <p>Building</p>	<p>California</p> <p><b>Kickball</b></p> <ul style="list-style-type: none"> <li>lifting</li> </ul>	<p>Wellness</p> <p>Wellness</p> <p>Wednesday:</p> <p>stress and</p>	<p>Reflection</p> <p>Goal Setting</p> <p>Game</p> <ul style="list-style-type: none"> <li>-Identify and describe</li> </ul>	

<p><b>Mental Health</b></p> <p><b>Handball</b></p>	<p>-Types of play activities that usually involve rules, challenges, and social interaction; could include: tag and team games</p>	<p><b>emotional strategies</b></p> <p>-Describe and assess strategies for promoting mental well-being, managing problems related to mental well-being and substance use, managing physical, emotional, and social changes during puberty, and factors that positively influence mental well-being and self-identity</p>	<p>preferred types of physical activity</p> <p>-Participate daily in physical activity at moderate to vigorous intensity levels</p> <p>-Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community</p>	
<p>Week #4</p> <p><b>Handball</b></p> <p><b>Personal Health</b></p> <p><b>Outdoor Ed</b></p>	<p><b>Passing</b></p> <p>Movement skills involving the control of and relationships with objects, such as balls, primarily with the hands:</p> <ul style="list-style-type: none"> <li>- throwing</li> <li>-catching</li> <li>-Body, spatial, and effort awareness</li> </ul>	<p><b>Wednesday: illness prevention and hygiene</b></p> <ul style="list-style-type: none"> <li>-managing physical, emotional, and social changes during puberty</li> <li>-Explain the relationship of healthy eating to overall health and well-being</li> <li>-Identify and apply strategies for pursuing personal healthy-living goals</li> </ul>	<p><b>Nature Walk around school</b></p> <ul style="list-style-type: none"> <li>-Observe objects and events in familiar contexts</li> <li>-Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments</li> <li>-Develop and demonstrate safety, and leadership</li> </ul>	
<p>NOVEMBER</p>				
<p>Week #1</p> <p><b>Handball</b></p>	<p><b>Shooting</b></p> <ul style="list-style-type: none"> <li>-Movement skills involving the control of</li> </ul>	<p><b>Wellness Wednesday:</b></p>	<p><b>Ball Tag (Mock Handball)</b></p>	

<p><b>Mental Health</b></p>	<p>objects, such as balls, primarily with the hands or feet: throwing, and catching</p> <ul style="list-style-type: none"> <li>-Body, spatial, and effort awareness</li> <li>-Relationship with objects</li> </ul>	<p><b>Strategies for Stress + Wellbeing</b></p> <p>Describe and assess strategies for promoting mental well-being, managing problems related to mental well-being and substance use, managing physical, emotional, and social changes during puberty, and factors that positively influence mental well-being and self-identity</p>	<ul style="list-style-type: none"> <li>-Movement skills involving the control of objects, such as balls, primarily with the hands or feet: throwing, and catching</li> <li>-Body, spatial, and effort awareness</li> <li>-Relationship with objects</li> <li>-Types of play activities that usually involve rules, challenges, and social interaction; could include: tag and team games</li> </ul>	
<p>Week #2</p> <p><b>Handball</b></p> <p>Yoga</p> <p><b>Outdoor Ed</b></p>	<p><b>Game rules and play</b></p> <ul style="list-style-type: none"> <li>-Movement skills involving the control of objects, such as balls, primarily with the hands or feet: throwing, and catching</li> <li>-Body, spatial, and effort awareness</li> <li>-Relationship with objects</li> <li>-Types of play activities that usually involve rules, challenges, and social interaction; could include: tag and team games</li> <li>-a variety of approaches that will help a player or team</li> </ul>	<p><b>Wellness</b></p> <p>Wednesday:</p> <p>Yoga</p> <p>Proper technique for fundamental movement skills, including non-locomotor movements performed "on the spot" without travelling across the floor or surface; could include: balancing, bending, and twisting</p>	<p><b>Salmon run nature walk</b></p> <ul style="list-style-type: none"> <li>-Demonstrate curiosity about the natural world</li> <li>-Observe objects and events in familiar contexts</li> </ul>	

	<p>successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass)</p>			
<p>Week #3</p> <p>Handball</p> <p>Sexual Health</p> <p>Swimming</p>	<p>Play Handball</p> <ul style="list-style-type: none"> <li>-Movement skills involving the control of objects, such as balls, primarily with the hands or feet: throwing, and catching</li> <li>-Body, spatial, and effort awareness</li> <li>-Relationship with objects</li> <li>-Types of play activities that usually involve rules, challenges, and social interaction; could include: tag and team games</li> <li>-A variety of approaches that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass)</li> </ul>	<p>Wellness</p> <p>Wednesday:</p> <p>Healthy Relationship Building</p> <ul style="list-style-type: none"> <li>-Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</li> <li>-Describe and assess strategies for responding to discrimination, stereotyping, and bullying</li> <li>-Describe and apply strategies for developing and maintaining positive relationships</li> <li>-Describe and apply strategies that promote a safe and caring environment</li> </ul>	<p>Reflection</p> <p>Goal Setting Game</p> <ul style="list-style-type: none"> <li>-Identify and describe preferred types of physical activity</li> <li>-Participate daily in physical activity at moderate to vigorous intensity levels</li> <li>-Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community</li> </ul>	
<p>Week #4</p> <p>Swimming</p> <p>Personal</p>	<p>Swim Field Trip</p> <ul style="list-style-type: none"> <li>-Participate daily in physical activity at</li> </ul>	<p>Wellness</p> <p>Wednesday:</p> <p>Strategies to</p>	<p>Reflection</p> <p>Goal Setting Game</p>	



<p><b>Health</b> <b>Basketball</b></p>	<p>moderate to vigorous intensity levels</p> <ul style="list-style-type: none"> <li>-Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments</li> <li>-Apply a variety of movement concepts and strategies in different physical activities</li> </ul>	<p>use in potentially unsafe situations and harm of substances</p> <ul style="list-style-type: none"> <li>-Strategies and skills to use in potentially hazardous, unsafe or abusive situations could include: using a strong voice to say "no," "stop," "I don't like this", calling out for help and getting away if possible, telling a trusted adult until you get help, not giving out personal information (e.g., to strangers, on the Internet)</li> </ul>	<p>Identify and describe preferred types of physical activity</p> <ul style="list-style-type: none"> <li>-Participate daily in physical activity at moderate to vigorous intensity levels</li> <li>-Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community</li> </ul>	
<b>DECEMBER</b>				
<p>Week #1 <b>Basketball</b> <b>Personal Health</b></p>	<p><b>Dribbling</b></p> <ul style="list-style-type: none"> <li>-Movement skills involving the control of objects, such as balls, primarily with the hands or feet: throwing, bouncing and catching</li> <li>-Relationship with objects</li> <li>-Body, spatial, and</li> </ul>	<p><b>Wellness</b> <b>Wednesday:</b> <b>Personal Goal</b> <b>Setting for nutrition and hydration</b></p> <ul style="list-style-type: none"> <li>Healthy eating: choosing a variety of foods from the different food</li> </ul>	<p><b>Passing</b></p> <ul style="list-style-type: none"> <li>-Movement skills involving the control of objects, such as balls, primarily with the hands or feet: throwing, bouncing and catching</li> <li>-Relationship with objects</li> <li>-Body, spatial, and effort</li> </ul>	

	effort awareness	groups to support a healthy lifestyle	awareness	
<p>Week #2</p> <p><b>Basketball</b></p> <p><b>Mental Health</b></p>	<p><b>Shooting</b></p> <ul style="list-style-type: none"> <li>-Movement skills involving the control of objects, such as balls, primarily with the hands or feet: throwing, bouncing and catching</li> <li>-Relationship with objects</li> <li>-Body, spatial, and effort awareness</li> </ul>	<p><b>Wellness</b></p> <p><b>Wednesday:</b></p> <p><b>Mindfulness</b></p> <ul style="list-style-type: none"> <li>-Describe factors that positively influence mental well-being and self-identity</li> </ul>	<p><b>Offensive/Defensive Strategies &amp; Movements</b></p> <ul style="list-style-type: none"> <li>-Movement skills involving the control of objects, such as balls, primarily with the hands or feet: throwing, bouncing and catching</li> <li>-Movements performed "on the spot" without travelling across the floor or surface; could include: bending and twisting</li> <li>-Body, spatial, and effort awareness</li> <li>-Relationship with objects</li> <li>-Types of play activities that usually involve rules, challenges, and social interaction; could include: tag and team games</li> <li>-A variety of approaches that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass)</li> </ul>	
<p>Week #3</p> <p><b>Basketball</b></p>	<p><b>Mini games &amp; Reflection</b></p>	<p><b>Wellness</b></p> <p><b>Wednesday:</b></p>	<p><b>Skating</b></p> <ul style="list-style-type: none"> <li>-Develop and apply a</li> </ul>	

<p>Yoga</p> <p>Outdoor Ed</p>	<p>Movement skills involving the control of objects, such as balls, primarily with the hands or feet; throwing, bouncing and catching</p> <ul style="list-style-type: none"> <li>-Movements performed "on the spot" without travelling across the floor or surface; could include: bending and twisting</li> <li>-Body, spatial, and effort awareness</li> <li>-Relationship with objects</li> <li>-Types of play activities that usually involve rules, challenges, and social interaction; could include: tag and team games</li> <li>-A variety of approaches that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass)</li> </ul>	<p>Yoga</p> <p>Proper technique for fundamental movement skills, including non-locomotor movements performed "on the spot" without travelling across the floor or surface; could include: balancing, bending, and twisting</p>	<p>variety of fundamental movement skills in a variety of physical activities and environments</p> <ul style="list-style-type: none"> <li>-Apply a variety of movement concepts and strategies in different physical activities</li> </ul>	
<p>Week #4</p>	<p>Christmas Vacation</p>			
<p>JANUARY</p>				
<p>Week #1</p>	<p>Christmas Vacation</p>			

<p>Week #2</p> <p><b>Creative</b></p> <p><b>Dance</b></p> <p><b>Personal</b></p> <p><b>Health</b></p>	<p><b>Goal setting</b></p> <p><b>and</b></p> <p><b>introduction to</b></p> <p><b>rhythm</b></p> <p>-How to participate in different types of physical activities including rhythmic activities: activities designed to move our bodies in rhythm</p>	<p><b>Wellness</b></p> <p><b>Wednesday:</b></p> <p><b>Personal Goal</b></p> <p><b>Setting for</b></p> <p><b>Sleep</b></p> <p>-Practices that promote health and well-being, including those relating to sleep. Getting 10-11 hours of sleep each night</p> <p>-Identify and apply strategies for pursuing personal healthy-living goals</p>	<p><b>Animal</b></p> <p><b>Movement work</b></p> <p>-Movement concepts including body awareness, spatial awareness, effort awareness and relationship to/with others and objects</p> <p>-Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills: bending, twisting, hopping, jumping, galloping,</p> <p>-How to participate in different types of physical activities including rhythmic activities: activities designed to move our bodies in rhythm</p>	
<p>Week #3</p> <p><b>Creative</b></p> <p><b>Dance</b></p> <p><b>Yoga</b></p>	<p><b>Learning to</b></p> <p><b>count/keep</b></p> <p><b>beat</b></p> <p>-How to participate in different types of physical activities including rhythmic activities: activities designed to move our bodies in rhythm</p>	<p><b>Wellness</b></p> <p><b>Wednesday:</b></p> <p><b>Yoga</b></p> <p>Proper technique for fundamental movement skills, including non-locomotor movements performed "on the spot" without travelling across the floor or surface; could include: balancing, bending, and twisting</p>	<p><b>Practicing</b></p> <p><b>synchronized</b></p> <p><b>movement</b></p> <p>-Movement concepts including body awareness, spatial awareness, effort awareness and relationship to/with others and objects</p> <p>-How to participate in different types of physical activities including rhythmic activities: activities designed to move our</p>	

			<p>bodies in rhythm</p> <p>-Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills; bending, twisting, hopping, jumping, galloping,</p>	
<p>Week #4</p> <p><b>Creative Dance</b></p> <p><b>Personal Health</b></p>	<p><b>Creating movement routines</b></p> <p>-Movement concepts including body awareness, spatial awareness, effort awareness and relationship to/with others and objects</p> <p>-How to participate in different types of physical activities including rhythmic activities: activities designed to move our bodies in rhythm</p> <p>-Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills; bending, twisting, hopping, jumping, galloping,</p>	<p><b>Wellness Wednesday: Strategies for accessing health information</b></p> <p>-Describe and assess strategies for managing problems related to mental well-being and substance use</p>	<p><b>Finalizing movement routines</b></p> <p>-Movement concepts including body awareness, spatial awareness, effort awareness and relationship to/with others and objects</p> <p>-How to participate in different types of physical activities including rhythmic activities: activities designed to move our bodies in rhythm</p> <p>-Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills; bending, twisting, hopping, jumping, galloping,</p>	
FEBRUARY				

<p>Week #1</p> <p>Badminton</p> <p>Mental Health</p>	<p>Reflection</p> <p>Goal setting</p> <p>Game</p> <p>-Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community</p> <p>-Identify and apply strategies for pursuing personal healthy-living goals</p> <p>-Identify and describe preferred types of physical activity</p>	<p>Wellness</p> <p>Wednesday:</p> <p>Mental well-being and relationship between worries, fears, and stress</p> <p>-Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</p> <p>-Describe and apply strategies for developing and maintaining positive relationships</p>	<p>Holding a racquet &amp; forehand serve/strike w/o net</p> <p>lifting</p> <p>-Apply a variety of movement concepts and strategies in different physical activities</p> <p>-Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments</p>	
<p>Week #2</p> <p>Badminton</p> <p>Yoga</p>	<p>Forehand serve/strike with net</p> <p>lifting</p> <p>-Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments</p>	<p>Wellness</p> <p>Wednesday:</p> <p>Yoga</p> <p>Balancing</p> <p>bending; twisting</p>	<p>Backhand serve/return with and w/o net</p> <p>lifting</p>	

	<ul style="list-style-type: none"> <li>-Apply a variety of movement concepts and strategies in different physical activities</li> <li>-Apply methods of monitoring exertion levels in physical activity</li> </ul>			
<p>Week #3</p> <p>Badminton</p> <p>Relationships</p>	<p>Rallying</p> <ul style="list-style-type: none"> <li>-lifting</li> <li>-proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</li> <li>-how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</li> </ul>	<p>Wellness</p> <p>Wednesday:</p> <p>Bullying and Cyberbullying</p> <ul style="list-style-type: none"> <li>-Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</li> <li>-Describe and assess strategies for responding to discrimination, stereotyping, and bullying</li> <li>-Describe and apply strategies for developing and maintaining positive relationships</li> </ul>	<p>Games/</p> <p>Tournament</p> <ul style="list-style-type: none"> <li>-how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</li> <li>-Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul>	

		-strategies for responding to bullying, discrimination, and violence		
<p>Week #4</p> <p>Badminton</p> <p>Gymnastics</p> <p>Personal Health</p>	<p>Reflection</p> <p>Goal Setting</p> <p>Game</p> <p>Balancing</p> <p>- bending, twisting</p> <p>-Identify and apply strategies for pursuing personal healthy-living goals</p> <p>-ways to monitor physical exertion levels</p>	<p>Wellness</p> <p>Wednesday:</p> <p>Effects of Substances</p> <p>-potential effects of psychoactive substance use, and strategies for preventing personal harm</p> <p>-Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</p>	<p>Stretching</p> <p>Balancing</p> <p>- bending, twisting</p> <p>-proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</p> <p>-movement concepts and strategies</p> <p>-ways to monitor physical exertion levels</p>	
MARCH				
<p>Week #1</p> <p>Gymnastics</p> <p>Personal Health</p>	<p>Bending &amp; Hula Hoop work</p> <p>- Proper technique for fundamental movement skills including non-locomotor skills such as balancing, bending, and twisting; manipulative movement skills involving the the</p>	<p>Wellness</p> <p>Wednesday:</p> <p>Personal Goal Setting for physical activity outside of school</p> <p>- engage in practices that promote health</p>	<p>Balance</p> <p>- Proper technique for fundamental movement skills including non-locomotor skills such as balancing, bending, and twisting</p> <p>- engage in a variety of movement concepts such as body awareness</p>	



	<p>control of objects</p> <ul style="list-style-type: none"> <li>- Engage in different types of physical activities, including individual and dual activities such as hula hoop; rhythmic activities such as gymnastics</li> <li>- engage in a variety of movement concepts such as body awareness, spatial awareness, effort awareness, and relationships to/with others and objects</li> </ul>	<p>and well-being, including those relating to physical activity: getting 60-90 minutes of moderate to vigorous physical activity each day</p> <ul style="list-style-type: none"> <li>- identify and describe opportunities for and potential challenges to being physically active at home, at school, and in the community</li> </ul>		
<p>Week #2 Gymnastics Yoga</p>	<p><b>Jumping &amp; Twisting</b></p> <ul style="list-style-type: none"> <li>- Proper technique for fundamental movement skills including non-locomotor skills such as balancing, bending, and twisting; locomotor skills such as jumping and hopping</li> <li>- engage in a variety of movement concepts such as body awareness, spatial awareness, effort awareness</li> </ul>	<p><b>Wellness Wednesday: Yoga</b></p> <ul style="list-style-type: none"> <li>- Proper technique for fundamental movement skills, including non-locomotor movements performed "on the spot" without travelling across the floor or surface; could include: balancing, bending, and twisting</li> </ul>	<p><b>Rolling &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>- proper technique for fundamental movement skills including locomotor skills such as rolling</li> <li>- engage in a variety of movement concepts such as body awareness, spatial awareness, effort awareness</li> </ul>	
Week #3	Spring	Break		
Week #4	Spring	Break		
APRIL				

<p>Week #1</p> <p>Target/Bowling</p> <p>g</p> <p>Sexual Education</p>	<p>Goal Setting</p> <p>Target games</p> <ul style="list-style-type: none"> <li>- Proper technique for fundamental movement skills including manipulative movement skills involving the control of objects such as throwing, catching, kicking, and striking</li> <li>- engage in a variety of movement concepts such as body awareness, spatial awareness, effort awareness, and relationships to/with others and objects</li> </ul>	<p>Wellness</p> <p>Wednesday:</p> <p>Physical, emotional and social changes as students grow older</p> <ul style="list-style-type: none"> <li>- describe physical, emotional, and social changes as students grow older</li> <li>- identify factors that influence self-identity including cultural heritage, interests, media, and peers</li> <li>- describe and apply strategies for developing and maintaining positive relationships</li> </ul>	<p>Target games</p> <ul style="list-style-type: none"> <li>- Proper technique for fundamental movement skills including manipulative movement skills involving the control of objects such as throwing, catching, kicking, and striking</li> <li>- engage in a variety of movement concepts such as body awareness, spatial awareness, effort awareness, and relationships to/with others and objects</li> </ul>	
<p>Week #2</p> <p>Target/Bowling</p> <p>g</p> <p>Mental Health</p> <p>Jump Rope</p>	<p>Bowling Field Trip</p> <ul style="list-style-type: none"> <li>- Proper technique for fundamental movement skills including manipulative movement skills involving the control of objects such as throwing, catching, kicking, and striking</li> <li>- engage in a variety of movement concepts such as body awareness, spatial awareness, effort</li> </ul>	<p>Wellness</p> <p>Wednesday:</p> <p>stress and emotional strategies</p> <ul style="list-style-type: none"> <li>- relationship between worries and fears</li> <li>- identify and apply strategies that promote mental well-being</li> </ul>	<p>Reflection</p> <p>Goal Setting</p> <p>Practice jumping</p> <ul style="list-style-type: none"> <li>- Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</li> <li>- engage in a variety of movement concepts such as body awareness, effort awareness, and</li> </ul>	

	<p>awareness, and relationships to/with others and objects</p>		<p>relationships to/with others and objects</p> <p>- Engage in different types of physical activities, including individual and dual activities such as jumping rope</p>	
<p>Week #3</p> <p>Jump Rope</p> <p>Yoga</p>	<p>Contracted jump rope workshop day 1</p> <p>Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p> <p>- engage in a variety of movement concepts such as body awareness, effort awareness, and relationships to/with others and objects</p> <p>- Engage in different types of physical activities, including individual and dual activities such as jumping rope</p>	<p>Wellness</p> <p>Wednesday:</p> <p>Yoga</p> <p>Proper technique for fundamental movement skills, including non-locomotor movements performed "on the spot" without travelling across the floor or surface; could include: balancing, bending, and twisting</p> <p>twisting</p>	<p>Contracted jump rope workshop day 2</p> <p>Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p> <p>- engage in a variety of movement concepts such as body awareness, effort awareness, and relationships to/with others and objects</p> <p>- Engage in different types of physical activities, including individual and dual activities such as jumping rope</p>	
<p>Week #4</p> <p>Jump Rope</p> <p>Mental Health</p> <p>Outdoor Ed</p>	<p>Practice skills learned in workshop and Reflection</p> <p>Proper technique for fundamental movement skills</p>	<p>Wellness</p> <p>Wednesday:</p> <p>Influencers of self-identity</p> <p>- Identify factors that influence self-identity,</p>	<p>Mountain hike or nature walk</p> <p>- engage in a variety of movement concepts such as body awareness, spatial awareness, effort awareness</p>	

	<p>including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p> <p>- engage in a variety of movement concepts such as body awareness, effort awareness, and relationships to/with others and objects</p> <p>- Engage in different types of physical activities, including individual and dual activities such as jumping rope</p>	<p>including cultural heritage, interests, media, and peers</p> <p>- describe social changes as students grow older</p>	<p>- develop and apply a variety of fundamental movement skills in a variety of physical activities and environments</p>	
MAY				
<p>Week #1</p> <p>Soccer</p> <p>Personal Health</p> <p>Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p>	<p>Goal setting and game</p>	<p>Wellness</p> <p>Wednesday: Personal Goal Setting for nutrition, hydration, and sleep</p> <p>- engage in practices that promote health and well-being, including those relating to physical activity: getting 60-90 minutes of moderate to vigorous physical activity each day; sleep: getting approximately 10-11 hours of sleep each</p>	<p>Dribbling and ball control</p> <p>lifting</p> <p>Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p>	

		<p>night; and healthy eating: choosing a variety of foods from the different food groups to support a healthy lifestyle</p> <ul style="list-style-type: none"> <li>- identify and describe opportunities for and potential challenges to being physically active at home, at school, and in the community</li> </ul>		
<p>Week #2</p> <p>Soccer</p> <p>Mental Health</p> <p>Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p>	<p>Passing</p> <p>lifting</p> <p>Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p>	<p>Wellness</p> <p>Wednesday;</p> <p>mindfulness</p> <p>practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention</p> <ul style="list-style-type: none"> <li>- Describe factors that positively influence mental well-being and self-identity</li> <li>- Describe and assess strategies for promoting mental well-being</li> <li>- Describe and assess strategies for managing problems related to mental well-being and substance use</li> </ul>	<p>Shooting</p> <p>lifting</p> <p>Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p>	

<p>Week #3</p> <p>Soccer</p> <p>Yoga</p> <p>Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p> <p>Balancing</p> <ul style="list-style-type: none"> <li>bending</li> <li>twisting</li> </ul>	<p>Offensive/defensive strategies &amp; movements, game rules</p> <p>Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p>	<p>Wellness</p> <p>Wednesday:</p> <p>Yoga</p> <p>Balancing</p> <ul style="list-style-type: none"> <li>bending</li> <li>twisting</li> </ul> <p>- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</p> <p>- Describe and assess strategies for promoting mental well-being</p> <p>- practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention</p>	<p>Mini games</p> <p>- Identify and describe preferred types of physical activity</p>	
<p>Week #4</p> <p>Soccer</p> <p>Cycling</p> <p>Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p> <p>Balancing</p>	<p>Reflection</p> <p>Goal setting, Game</p> <p>Balancing</p> <p>- Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</p>	<p>Wellness</p> <p>Wednesday:</p> <p>Illness prevention and strategies for accessing health information</p> <p>- Describe and assess strategies for managing problems related to mental well-being and substance use</p>	<p>Cycling field trip</p> <p>Balancing</p>	

<ul style="list-style-type: none"> <li>- bending</li> <li>- twisting</li> </ul> <p>Personal Health</p>		<ul style="list-style-type: none"> <li>- engaging in practices that promote health and well-being, such as illness prevention</li> </ul>		
JUNE				
<p>Week #1</p> <p>Cycling</p> <p>Track and Field</p> <p>Mental Health</p>	<p>Reflection, Goal setting Game</p> <p>Balancing</p> <ul style="list-style-type: none"> <li>- Proper technique for fundamental movement skills including loco-motor movement skills such as jumping; manipulative skills involving the control of objects</li> <li>- Apply methods of monitoring exertion levels in physical activity</li> </ul>	<p>Wellness</p> <p>Wednesday: mindfulness</p> <ul style="list-style-type: none"> <li>- practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention</li> <li>- Describe factors that positively influence mental well-being and self-identity</li> <li>- Describe and assess strategies for promoting mental well-being</li> <li>- Describe and assess strategies for managing problems related to mental well-being and substance use</li> </ul>	<p>Relay races</p> <ul style="list-style-type: none"> <li>- Describe and apply strategies for developing and maintaining positive relationships</li> <li>- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</li> <li>- different types of physical activities, including individual and dual activities, rhythmic activities, and games</li> </ul>	
<p>Week #2</p> <p>Track and Field</p> <p>Yoga</p>	<p>Long jump</p> <ul style="list-style-type: none"> <li>- proper technique for fundamental movement skills, including non-locomotor, locomotor, and</li> </ul>	<p>Wellness</p> <p>Wednesday: Yoga</p> <p>Balancing</p> <ul style="list-style-type: none"> <li>- bending; twisting</li> <li>- proper technique</li> </ul>	<p>Long jump</p> <ul style="list-style-type: none"> <li>- proper technique for fundamental movement skills, including non-locomotor, locomotor, and</li> </ul>	

	<p>manipulative skills</p> <ul style="list-style-type: none"> <li>- Apply a variety of movement concepts and strategies in different physical activities</li> <li>- Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul>	<p>for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</p> <ul style="list-style-type: none"> <li>- Describe and assess strategies for promoting mental well-being</li> <li>- practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention</li> </ul>	<p>manipulative skills</p> <ul style="list-style-type: none"> <li>- Apply a variety of movement concepts and strategies in different physical activities</li> <li>- Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul>	
<p>Week #3</p> <p>Track and Field</p> <p>Mental Health</p> <p>Outdoor Ed</p>	<p>Hurdles</p> <ul style="list-style-type: none"> <li>- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</li> <li>- Apply a variety of movement concepts and strategies in different physical activities</li> <li>- Apply methods of monitoring exertion levels in physical activity</li> </ul>	<p>Wellness</p> <p>Wednesday:</p> <p>social media's influence on self-identity and self-esteem</p> <ul style="list-style-type: none"> <li>- media messaging and body image</li> <li>- strategies for responding to bullying, discrimination, and violence</li> <li>- factors that influence self-identity, including body image and social media</li> <li>- Describe and assess strategies for promoting mental</li> </ul>	<p>Beach Day</p> <ul style="list-style-type: none"> <li>- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community</li> <li>- Identify and describe preferred types of physical activity</li> </ul>	



		<p>well-being</p> <ul style="list-style-type: none"> <li>- Describe and assess strategies for responding to discrimination, stereotyping, and bullying</li> </ul>		
<p>Week #4</p> <p>Track and Field</p> <p>Yoga</p>	<p>Track meet style day (all activities) and reflection</p> <ul style="list-style-type: none"> <li>- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</li> <li>- ways to monitor physical exertion levels</li> <li>- movement concepts and strategies</li> <li>- Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul>	<p>Wellness</p> <p>Wednesday:</p> <p>Yoga</p> <p>Balancing</p> <ul style="list-style-type: none"> <li>- bending: twisting</li> <li>- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</li> <li>- Describe and assess strategies for promoting mental well-being</li> <li>- practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention</li> </ul>	<p>Last day games day (student choice)</p> <ul style="list-style-type: none"> <li>- Identify and describe preferred types of physical activity</li> </ul>	

Curricular Competencies

## Physical literacy

Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments

- all units

Apply a variety of movement concepts and strategies in different physical activities

- all units but thought was given to order of units as to scaffold one unit off of another

Apply methods of monitoring exertion levels in physical activity

- all units and wellness Wednesdays will also cover this topic

Develop and demonstrate safety, fair play, and leadership in physical activities

- daily start-up instructions will discuss these and this will be a key topic in all units

Identify and describe preferred types of physical activity

- achieved through providing a variety of activities throughout each unit and a variety in units themselves which will all act of a means of students establishing knowledge of their preferred activities

## Healthy and active living

Participate daily in physical activity at moderate to vigorous intensity levels

- P.E. classes are provided to students three days a week. So, in order to fulfill this competency, the importance of daily activity will be highlighted as a means of encouraging students to participate in physical activity in their outside life.

Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community

- Daily conversations around this topic. As well as, discussing opportunities for students to work on the tasks performed in class on their own time outside of school hours.

Explain the relationship of healthy eating to overall health and well-being

- This will be a recurring theme on Wednesday wellness day conversations. We have an entire unit dedicated to physical health and a unit on mental health.

Identify and describe factors that influence healthy choices

- This will be a recurring theme on Wednesday wellness day conversations. We have an entire unit dedicated to physical health and a unit on mental health.

Examine and explain how health messages can influence behaviours and decisions

- Daily start-up conversations and also cross-curricular influence

Identify and apply strategies for pursuing personal healthy-living goals

- Personal and mental health units, daily conversations, overarching goal of entire year plan

## **Social and community health**

Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations

- Mental health unit, daily conversations, cross-curricular opportunities.

Describe and assess strategies for responding to discrimination, stereotyping, and bullying

- Safety conversations daily, mental health unit, personal health unit, cross-curricular opportunities

Describe and apply strategies that promote a safe and caring environment

- Safety conversations daily, mental health unit, personal health unit, cross-curricular opportunities

## **Mental well-being**

Describe and assess strategies for promoting mental well-being

- Safety conversations daily, mental health unit, personal health unit, cross-curricular opportunities

Describe and assess strategies for managing problems related to mental well-being and substance use

- Safety conversations daily, mental health unit, personal health unit, cross-curricular opportunities

Explore and describe strategies for managing physical, emotional, and social changes during puberty

- Safety conversations daily, mental health unit, personal health unit, cross-curricular opportunities

Describe factors that positively influence mental well-being and self-identity

- Safety conversations daily, mental health unit, personal health unit, cross-curricular opportunities