









| Knowledge | Understanding | Skills & Procedures | ᑭᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing | Other Suggestions |
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| LEARNING OUTCOME | | | | |
| 1AL 1.2 Students investigate the benefits of physical activity. | | | | |
| Physical activity is associated with mental health benefits, such as <ul style="list-style-type: none"> • happiness • calmness • improved sleep • positive relationships | Physical activity supports mental health. | Participate in physical activity in a variety of contexts to improve well-being. Reflect on personal feelings or emotional well-being when participating in physical activity. |  Trickster Stories | |
| LEARNING OUTCOME | | | | |
| 1AL 1.3 Students investigate the benefits of physical activity. | | | | |
| Long-term health benefits of regular physical activity include <ul style="list-style-type: none"> • stronger bones • stronger muscles • improved brain function | Regular physical activity has health benefits and can help prevent illness. | Describe health benefits of regular physical activity. | | |
| LEARNING OUTCOME | | | | |
| 1AL 1.4 Students investigate the benefits of physical activity. | | | | |
| Each day provides different opportunities for physical activity. Play can be structured, unstructured, or adventurous. Adventurous play includes experiencing challenging activities in outdoor learning environments. Games and activities can be done by an individual or a group; e.g., rhythmic, gymnastic, expressive, challenging, and cultural. | Daily physical activity supports mental health and is foundational for a healthy lifestyle. Engagement in various types of play supports motivation and confidence in physical activities (physical literacy). | Select a variety of physical activity opportunities to experience regularly. |  Powwow and Dance Series (11 videos) | |




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| ORGANIZING IDEA | | | | |
| Movement Skill Development (MSD): Developing physical literacy through movement and active living supports well-being across a lifespan. | | | | |
| GUIDING QUESTION | | | | |
| How might awareness of the surroundings impact movement? | | | | |
| LEARNING OUTCOME | | | | |
| 1MSD 1.1 Students exhibit spatial awareness during a variety of physical activities. | | | | |
| <p>Spatial awareness includes the ability to judge one's distance in relation to</p> <ul style="list-style-type: none"> • people • objects • the surrounding environment <p>Personal space is the physical space immediately surrounding an individual.</p> <p>General space is the space within a defined area through which an individual can move.</p> | <p>Spatial awareness helps individuals think about their whole body as it moves through personal and general space.</p> <p>Spatial awareness involves moving creatively to safely navigate through personal and general space.</p> | <p>Demonstrate various ways of moving safely through space during physical activity.</p> | <p>  Many games listed in the Instructional Supports - Resources (Games Section) resource on the Indigenous Culture Based Learning website can be used to meet several movement KUSPs.</p> | |
| LEARNING OUTCOME | | | | |
| 1MSD 1.2 Students exhibit spatial awareness during a variety of physical activities. | | | | |
| <p>Responses that support movement through general space include</p> <ul style="list-style-type: none"> • adjusting location and distance • demonstrating control • stopping on signal • moving safely | <p>Environmental cues can help individuals with their spatial awareness in order to navigate through general space.</p> | <p>Demonstrate appropriate responses to environmental cues.</p> | | |









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| GUIDING QUESTION How might awareness of the surroundings impact movement? | | | | |
| LEARNING OUTCOME 1MSD 2.1 Students demonstrate how movement can support different types of physical activity. | | | | |
| Locomotor movements can occur in a variety of ways, such as <ul style="list-style-type: none"> • crawling • skipping • hopping • rolling • leaping First Nations, Métis, and Inuit physical activities and games are played for specific purposes that support physical movements used in daily life. | Locomotor movement occurs when the body travels from one point to another. | Demonstrate a variety of locomotor movements. Perform locomotor movements in a variety of physical activity contexts. Participate in a variety of First Nations, Métis, and Inuit physical activities and games. |  Select from and use games listed in the Instructional Supports - Resources (Games Section) resource. | |
| LEARNING OUTCOME 1MSD 2.2 Students demonstrate how movement can support different types of physical activity. | | | | |
| Non-locomotor movements can occur in a variety of ways, such as <ul style="list-style-type: none"> • balancing • twisting • bending | Non-locomotor movement is performed within personal space. | Perform non-locomotor movements in a variety of physical activity contexts. | | |
| LEARNING OUTCOME 1MSD 2.3 Students demonstrate how movement can support different types of physical activity. | | | | |
| Object manipulation can occur in a variety of ways, such as <ul style="list-style-type: none"> • sending objects, including pushing, throwing, and kicking • receiving objects, including catching • retaining objects, including trapping and carrying | Object manipulation is the ability to control and handle objects with the body. | Demonstrate a variety of object-manipulation skills. Select appropriate object-manipulation skills required for various physical activity contexts. |  Archery Series: Shooting Bows with Kevin Emard | |



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| GUIDING QUESTION How can fair play contribute to engagement in physical activity? | | | | |
| LEARNING OUTCOME 1MSD 3.1 Students demonstrate fair play and support engagement in a variety of physical activities. | | | | |
| <p>Fair play supports motivation, participation, and a feeling of being valued.</p> <p>Fair play involves building relationships with people, regardless of skill or ability, in physical activity.</p> | <p>Fair play involves acknowledging the importance of all.</p> | <p>Demonstrate how fair play encourages participation.</p> | | |
| LEARNING OUTCOME 1MSD 3.2 Students demonstrate fair play and support engagement in a variety of physical activities. | | | | |
| <p>Fair-play practices include</p> <ul style="list-style-type: none"> • respecting rules • taking turns • acknowledging success of others • encouraging others <p>Rules of play are expectations associated with various physical activities.</p> | <p>Fair play is supported by practices that contribute to a sense of responsibility in a variety of physical activities.</p> | <p>Demonstrate practices that support fair play.</p> | <p> Trickster Stories</p> | |



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| LEARNING OUTCOME | | | | |
| 1CD 1.3 Students examine personal characteristics, feelings, and emotions and explore understanding of self. | | | | |
| <p>Emotions show how an individual feels.</p> <p>People can experience a range of feelings and emotions, such as</p> <ul style="list-style-type: none"> • love • sadness • frustration • joy | <p>Reactions to feelings and emotions can be experienced and observed.</p> <p>Feelings can be identified and communicated to help people understand one another.</p> | <p>Recognize how emotions can be expressed.</p> <p>Identify and communicate feelings in a variety of contexts.</p> | <p>   Tipi Teachings Series</p> | |
| LEARNING OUTCOME | | | | |
| 1CD 1.4 Students examine personal characteristics, feelings, and emotions and explore understanding of self. | | | | |
| <p>Thoughts, feelings, and emotions are connected to behaviour.</p> <p>Awareness of the body's reaction to emotion helps an individual to choose appropriate responses, such as</p> <ul style="list-style-type: none"> • focusing on breathing • taking a movement break • seeking out a supportive adult • identifying feelings <p>The body experiences responses to emotions, including fight, flight, or freeze.</p> | <p>Feelings, the body, and the brain are interconnected.</p> | <p>Identify responses to emotions.</p> | | |
| LEARNING OUTCOME | | | | |
| 1CD 1.5 Students examine personal characteristics, feelings, and emotions and explore understanding of self. | | | | |
| <p>Reflection and feedback on feelings and emotions can contribute to personal growth and learning.</p> | <p>An individual's experiences can affect feelings and emotions.</p> <p>Feelings and experiences can influence learning.</p> | <p>Reflect on feelings and emotions that result from various personal experiences.</p> | <p>   Tipi Teachings Series</p> | |



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ORGANIZING IDEA

Healthy Eating (HE): A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.

GUIDING QUESTION

How can food affect health?

LEARNING OUTCOME

1HE 1.1 Students examine and connect a variety of foods to growth and development.

Whole foods are found in nature.

Whole foods include

- fruits
- vegetables
- legumes
- nuts
- grains

Processed foods include whole foods that have been changed or have added ingredients.

Processed foods can be

- cooked
- canned
- frozen
- dried

Food can be natural or processed.

Differentiate between whole foods and processed foods.

   **Harvesting Medicines Series (15 videos)**

   **Canning and Preserving Series: Canning Berries**

   **Moose Harvest Series: Butchering and Cutting - Dry Meat Smoking and Wood**

   **Birch Tree Tapping Series (3 videos)**

   **Fall Whitefish Series (2 videos)**

LEARNING OUTCOME

1HE 1.2 Students examine and connect a variety of foods to growth and development.

A variety of foods provide more or less of what is needed by the body.

Individuals make decisions about what to eat as part of their well-being.

A variety of food is needed by the body in order to grow and develop.






Individuals can expand their food preferences by trying new foods.

Examine decision making in food selection.

Identify foods that contribute to the growth and development of the body.

   **Tipi Teachings Series: Videos in this series teach about self-care and love before all else.**



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| <p align="center">ORGANIZING IDEA</p> <p align="center">Healthy Relationships (HR): Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</p> | | | | |
| <p align="center">GUIDING QUESTION</p> <p align="center">How can connections support healthy relationships?</p> | | | | |
| <p align="center">LEARNING OUTCOME</p> <p align="center">1HR 1.1 Students investigate how healthy relationships in learning and playing environments are built through connection.</p> | | | | |
| <p>Playgrounds and community centres can be places found within communities.</p> | <p>Places that bring people together support relationships within the community.</p> | <p>Describe the ways community supports relationships with others.</p> | | |
| <p align="center">LEARNING OUTCOME</p> <p align="center">1HR 1.2 Students investigate how healthy relationships in learning and playing environments are built through connection.</p> | | | | |
| <p>Healthy relationships, including friendships, can develop between individuals and groups when trust is built and people share something in common.</p> | <p>Healthy relationships are an essential human need and support social-emotional well-being.</p> <p>Friendships add to feelings of well-being.</p> | <p>Explain how shared interests and goals can support healthy relationships.</p> <p>Explore how healthy relationships help fulfill human needs.</p> <p>Practise words and actions that support friendship.</p> | <p>  Sharing and Talking Circles</p> <p>   Tipi Teachings Series: Videos in this series teach about self-care and love before all else.</p> | |



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ORGANIZING IDEA

Growth and Development (GD): Decision making that optimizes personal health and well-being is informed by understanding growth and development.

GUIDING QUESTION

How is growth multi-faceted?

LEARNING OUTCOME

1GD 1.1 Students investigate growth and its connection to healthy practices.

Physical growth begins before birth and can continue throughout a lifespan.

Physical growth and physical changes in the body occur over time.

Parts of the body can be identified using proper names.

Physical growth is the change of features.

Changes that occur during growth are unique to each individual and are something to appreciate and be proud of.

Describe how the body grows and changes over time.



Tipi Teachings

Series: Each pole teaches us a different aspect of character and life and can be used to support growth and development KUSPs.

LEARNING OUTCOME

1GD 1.2 Students investigate growth and its connection to healthy practices.

Healthy hygiene practices include dental care

- handwashing and sanitization
- protocols for sneezing and coughing
- not sharing personal items
- adequate rest and sleep

Healthy hygiene practices can support health and growth.

Describe healthy hygiene practices.



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| ORGANIZING IDEA | | | | |
| Financial Literacy (FL): Informed financial decision making contributes to the well-being of individuals, groups, and communities. | | | | |
| GUIDING QUESTION | | | | |
| What is money? | | | | |
| LEARNING OUTCOME | | | | |
| 1FL 1.1 Children explore money. | | | | |
| <p>Canadian money comes in many forms, such as</p> <ul style="list-style-type: none"> • coins • bills • debit cards • credit cards <p>Canadian coins and bills come in different denominations, such as</p> <ul style="list-style-type: none"> • nickels • dimes • quarters • loonies • toonies • \$5 • \$10 • \$20 • \$50 • \$100 <p>Images on Canadian coins and bills include</p> <ul style="list-style-type: none"> • wildlife • sports • boats • emblems • historic figures <p>[continued]</p> | <p>Money can be used to exchange for goods and services.</p> <p>Money has value and purpose in everyday living.</p> <p>Money has unique features to represent its value.</p> | <p>Explore the value of Canadian coins and bills.</p> <p>Sort Canadian coins and bills.</p> <p>Identify goods and services that can be exchanged for money.</p> | | |

