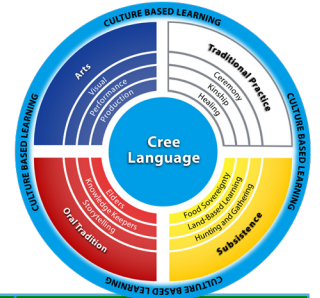





Physical Education and Wellness





Knowledge	Understanding	Skills & Procedures	ᓂᓄᓂᓄ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Active Living (AL): Developing physical literacy through movement and active living supports well-being across a lifespan.				
GUIDING QUESTION				
What makes physical activity meaningful?				
LEARNING OUTCOME				
2AL 1.1 Students investigate physical activity and relate it to personal experience.				
<p>Factors influencing physical activity include</p> <ul style="list-style-type: none"> peers family culture natural environments built environments cost of activities and programs <p>Adventurous play can provide individuals with opportunities to</p> <ul style="list-style-type: none"> establish personal physical activity limits develop confidence and independence experience healthy stress develop movement skills develop decision-making and problem-solving skills develop physical literacy <p>Physical literacy includes developing the competence, confidence, and motivation to be physically active throughout an individual's lifetime.</p>	<p>Physical activity can be influenced by a variety of factors.</p> <p>Competence, confidence, and motivation can increase personal engagement and enjoyable experiences within physical activities.</p>	<p>Identify how factors influence physical activity.</p> <p>Describe experiences as a result of participating in adventurous play.</p>	<p> Videos by Season Series: Most videos in these series share outdoor activities across the seasons (e.g., Birch Tree Tapping in the spring and Harvesting Medicines in the summer and fall) and can be used to meet all active living KUSPs.</p> <p> Powwow and Dance Series (11 videos)</p> <p> Many games listed in the Instructional Supports - Resources (Games Section) resource on the Indigenous Culture Based Learning website can be used to investigate and explore participation in physical activities.</p>	




Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
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LEARNING OUTCOME
2AL 1.2 Students investigate physical activity and relate it to personal experience.

<p>Many physical activities experienced on the land can be enjoyed across a lifespan, such as</p> <ul style="list-style-type: none"> • hunting • trapping • fishing • gathering • nature walks • hiking • snowshoeing • kayaking <p>Some land-based physical activities may require further safety measures, such as awareness of surroundings.</p>	<p>Physical activity can be connected to experiences on the land.</p>	<p>Participate in physical activities on the land.</p> <p>Discuss safety measures related to land-based physical activities.</p>	 <p>Videos by Season Series: Seasonal activities such as hunting, trapping, harvesting medicines, and fishing are found in these video series.</p>  <p>Orienteering Series (5 videos)</p>	
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LEARNING OUTCOME
2AL 1.3 Students investigate physical activity and relate it to personal experience.

<p>Personal factors affecting physical activity include</p> <ul style="list-style-type: none"> • time • injury • enjoyment 	<p>Physical activity can be modified in response to a variety of personal factors.</p>	<p>Participate in physical activities that can provide personal enjoyment.</p>	 <p>13 Moons Teachings</p>	
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LEARNING OUTCOME
2AL 1.4 Students investigate physical activity and relate it to personal experience.

<p>Preparation and recovery actions can support endurance, improve flexibility, and reduce the risk of injury.</p> <p>Preparation for and recovery from physical activity include</p> <ul style="list-style-type: none"> • nutrition and hydration • warm-up and cool-down • appropriate equipment, clothing, and footwear 	<p>Physical activities can be enhanced through preparation and recovery.</p>	<p>Demonstrate appropriate preparation for and recovery from physical activity.</p>		
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Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
2AL 1.5 Students investigate physical activity and relate it to personal experience.				
<p>Physical activity can promote positive interactions with others through shared interests, goal setting, and experiences.</p> <p>Games and activities can be enjoyed in a variety of ways; e.g., rhythmic, gymnastic, expressive, individual, challenging, adventurous, and cultural.</p>	<p>Participation in physical activity supports mental health and provides opportunities for individuals to interact positively with others.</p>	<p>Demonstrate positive interactions with others during physical activity.</p>	 Powwow and Dance Series (11 videos)	
LEARNING OUTCOME				
2AL 1.6 Students investigate physical activity and relate it to personal experience.				
<p>Physical activity can be categorized as light, moderate, and vigorous.</p>	<p>Physical activity can require varying degrees of exertion and energy.</p>	<p>Participate in physical activities that require various levels of exertion and energy.</p>		
ORGANIZING IDEA				
Movement Skill Development (MSD): Developing physical literacy through movement and active living supports well-being across a lifespan.				
GUIDING QUESTION				
How are awareness and movement connected?				
LEARNING OUTCOME				
2MSD 1.1 Students refine and apply spatial awareness across a variety of physical activity contexts.				
<p>Spatial awareness is knowing how the body moves through space.</p>	<p>Spatial awareness can be improved through ongoing scanning and assessment of surroundings.</p>	<p>Scan and assess surroundings to support spatial awareness.</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.	



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
2MSD 1.2 Students refine and apply spatial awareness across a variety of physical activity contexts.				
Spatial awareness includes the ongoing process of making decisions in relation to people or objects.	Effective decision making related to spatial awareness can support favourable movement outcomes.	Refine movement skills in relation to people or objects in a variety of physical activities.		
LEARNING OUTCOME				
2MSD 1.3 Students refine and apply spatial awareness across a variety of physical activity contexts.				
Awareness of spatial changes may require creativity and modifications to game play.	Spatial awareness can influence movement within and across physical activities.	Modify and adapt game play based on awareness of spatial changes.		
GUIDING QUESTION				
How are awareness and movement connected?				
LEARNING OUTCOME				
2MSD 2.1 Students modify movement to improve control and efficiency.				
<p>The preparation phase or ready position includes</p> <ul style="list-style-type: none"> • facing the target • establishing a stable position • finding a lower centre of gravity <p>The carrying-out phase includes the body gathering momentum and working to produce movement.</p> <p>The completion or follow-through phase includes movement continuing in the direction of action, slowing down of movement, and regaining stability.</p>	Three phases of movement include preparation, carrying out, and completion or follow-through.	<p>Experiment with the three phases of movement in a variety of physical activities.</p> <p>Modify one or more phases of movement to improve control and efficiency.</p>	 <p>Archery Series (3 videos)</p>	







Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
2MSD 2.2 Students modify movement to improve control and efficiency.				
<p>Movement skills can be refined and corrected with feedback and practice.</p>	<p>Movement skill development requires repeated practice and effort.</p> <p>Performance in physical activities can be enhanced by effort and repeated practice.</p> <p>Feedback and practice can enhance performance, enjoyment, and physical literacy.</p>	<p>Participate in repeated practice for skill development.</p> <p>Reflect on the performance of movement skills and apply ways to be more efficient.</p>		
LEARNING OUTCOME				
2MSD 2.3 Students modify movement to improve control and efficiency.				
<p>Locomotor movements can occur in a variety of ways, such as</p> <ul style="list-style-type: none"> • galloping • wheeling • jogging <p>Non-locomotor movements can occur in a variety of ways, such as</p> <ul style="list-style-type: none"> • swinging • hanging • landing <p>Object manipulation can occur in a variety of ways, such as</p> <ul style="list-style-type: none"> • sending objects, including passing and pulling • retaining objects, including bouncing • receiving objects, including collecting 	<p>Learned movements can be utilized across physical activity contexts.</p>	<p>Utilize movement skills from one physical activity in another physical activity.</p>	 <p>Archery Series: Shooting Bows with Kevin Emard</p>	





Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
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GUIDING QUESTION
How can teamwork support participation, safety, and enjoyment?






LEARNING OUTCOME
2MSD 3.1 Students demonstrate teamwork and support participation in a variety of physical activities.

<p>Behaviours that support participation include</p> <ul style="list-style-type: none"> • using fair-play practices • respecting others • supporting others • using kind language 	<p>Physical activities have expectations that support participation, safety, and enjoyment for all.</p>	<p>Display behaviours that support participation, safety, and participant enjoyment.</p>	<p>   Tipi Teachings: Pole 2 - Respect</p> <p> Elders Voices:</p> <ul style="list-style-type: none"> • Childhood Memories - Evelyn Noskey • Childhood Memories - Marina Thunder • Obedience - Kathleen Laboucan • Respect - Joseph Cardinal 	
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LEARNING OUTCOME
2MSD 3.2 Students demonstrate teamwork and support participation in a variety of physical activities.

<p>Teamwork can build relationships and support others in unique ways.</p> <p>Teamwork includes</p> <ul style="list-style-type: none"> • communicating • making decisions • sharing ideas • contributing • involving all participants 	<p>Some physical activities require teamwork.</p> <p>Teamwork is working with others to achieve a common goal.</p>	<p>Exhibit teamwork in a variety of physical activity contexts.</p>	<p>  Sharing and Talking Circles</p>	
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Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
2CD 1.4 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.				
<p>Self-regulation is effectively maintaining control over attention, thoughts, emotions, and behaviour in a variety of situations.</p> <p>Self-regulation is the ability to attain or maintain a level of focus and function.</p>	<p>Self-regulation can help decrease stress and manage anxiety.</p>	<p>Explain the benefits of self-regulation.</p>	<p>  Trickster Stories: Trickster stories can be helpful when exploring self-regulation.</p>	
LEARNING OUTCOME				
2CD 1.5 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.				
<p>Self-regulation strategies include</p> <ul style="list-style-type: none"> • breathing techniques • physical activity • nutrition and hydration breaks • thinking before responding • recognizing challenges and obstacles 	<p>Self-regulation strategies that maintain or enhance positive emotions are important for establishing effective outcomes.</p>	<p>Describe strategies that support self-regulation.</p> <p>Practise a variety of self-regulation strategies.</p>		
LEARNING OUTCOME				
2CD 1.6 Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.				
<p>Self-regulation can be developed with help of community supports, such as</p> <ul style="list-style-type: none"> • parents • families • caregivers • guardians • teachers • school counsellors • health-care professionals • community agencies • spiritual leaders • Elders • Knowledge Keepers 	<p>Self-regulation can be supported through community.</p> <p>Self-regulation is connected to signals from the body, mind, and spirit.</p>	<p>Explore ways communities work together to support self-regulation.</p> <p>Identify signals that support self-regulation.</p>	<p>   Tipi Teachings: Lifting Pole and Control Flap Poles</p>	







Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Safety (S): A lifetime of optimal well-being is supported by prioritizing health and safety.				
GUIDING QUESTION				
How can safety be promoted in various contexts?				
LEARNING OUTCOME				
2S 1.1 Students examine and apply personal safety in a variety of situations.				
<p>Safety strategies are developed for a variety of contexts, such as</p> <ul style="list-style-type: none"> • home • school • online • emergencies 	<p>Safety strategies and procedures can be practised in a variety of ways.</p>	<p>Practise safety strategies and procedures in a variety of situations.</p>	<p> Tipi Teachings Series: Videos in this series can be used to support safety KUSPs.</p>	
LEARNING OUTCOME				
2S 1.2 Students examine and apply personal safety in a variety of situations.				
<p>Safety is when individuals are free from physical harm or injury, illness, and emotional harm.</p> <p>Decisions for safety include requesting, obtaining, giving, or refusing consent.</p>	<p>Safety is needed for survival.</p> <p>Individual consent is important in making safe decisions.</p> <p>Trusted adults in the school and community can support individuals in unsafe and uncomfortable situations.</p>	<p>Discuss ways to respond in unsafe or uncomfortable situations.</p>		
LEARNING OUTCOME				
2S 1.3 Students examine and apply personal safety in a variety of situations.				
<p>Substances can be harmful if used incorrectly or not for the intended purpose.</p> <p>Situations and contexts may present different safety concerns.</p>	<p>Safety involves assessing for potential risk or injury by identifying safe and unsafe situations and substances.</p>	<p>Classify situations that are safe and unsafe.</p> <p>Describe situations where substances may be harmful.</p> <p>Examine how safety can be improved in a variety of situations.</p>	<p> Harvesting Medicines Series (15 videos)</p>	




Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
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 impact well-being?				
LEARNING OUTCOME				
2HE 1.1 Students examine internal and external factors that influence food choices and decisions.				
<p>Cues associated with hunger include</p> <ul style="list-style-type: none"> • stomach growling • low energy • irritability <p>Cues associated with thirst include</p> <ul style="list-style-type: none"> • dry mouth • low energy • headache 	<p>The human body provides cues that tell an individual when they are hungry or thirsty.</p>	<p>Discuss cues associated with hunger and thirst.</p>		
LEARNING OUTCOME				
2HE 1.2 Students examine internal and external factors that influence food choices and decisions.				
<p>Food guidelines provide information about the variety of foods the body needs.</p>	<p>Food guidelines help to inform decision making.</p>	<p>Explore recommendations from a variety of food guidelines to support nutritional decisions.</p>		
LEARNING OUTCOME				
2HE 1.3 Students examine internal and external factors that influence food choices and decisions.				
<p>Food allergies are when one's body reacts unusually to food.</p> <p>Allergic reactions to food can range from mild to severe, including anaphylactic shock.</p> <p>Food preferences are ways an individual chooses what to eat or drink.</p>	<p>Foods can contain risks and benefits to an individual's health.</p>	<p>Examine personal food preferences.</p> <p>Identify personal food allergens.</p>	<p>Wāpastim explains both risks and benefits of many common plants and animals:</p> <p>   Harvesting Medicines Series (15 videos)</p> <p>  Mixing and Measuring Common Medicines (2 videos)</p> <p>   Tipi Teachings Series: Videos in this series teach about self-care and love before all else.</p>	



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑎᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
2HE 1.4 Students examine internal and external factors that influence food choices and decisions.				
Food can foster <ul style="list-style-type: none"> • community • connection • family • tradition • celebration 	Food can provide an opportunity for individuals to experience various cultures and traditions.	Discuss ways that food provides insights into various cultures, practices, and traditions.	 Moose Feast Series (3 videos)	
ORGANIZING IDEA				
Healthy Relationships (HR): Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.				
GUIDING QUESTION				
How can healthy relationships be portrayed in various contexts?				
LEARNING OUTCOME				
2HR 1.1 Students connect healthy relationships to a variety of learning and playing contexts.				
Healthy relationships can be strengthened through frequent or ongoing interactions.	Healthy relationships can include bonds formed with one another or with nature.	Reflect on how personal relationships are maintained or strengthened.	 Harvesting Medicines Series: Protocol on Herb Gathering	
LEARNING OUTCOME				
2HR 1.2 Students connect healthy relationships to a variety of learning and playing contexts.				
Community supports include <ul style="list-style-type: none"> • resources • programs • services Friendships can be developed based on sharing, listening to ideas, and having experiences with others.	Connections and supports within a community help to develop social-emotional well-being.	Identify sources of support within the community to enhance well-being and relationships. Practise sharing and listening to ideas of others.	 Sharing and Talking Circles  Elders Voices: Husbands and Wives	



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
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 can growth change over time?				
LEARNING OUTCOME 2GD 1.1 Students examine how growth is affected by variables.				
Body image is the way an individual views or feels about their body. Factors influencing growth include <ul style="list-style-type: none"> • food • physical activity • rest • family traits 	Accepting and appreciating the changes of the body during growth can support positive body image. Growth can be affected by various factors.	Recognize how a variety of factors can affect healthy growth.	 Tipi Teachings Series: Each pole teaches us a different aspect of character and life and can be used to support growth and development KUSPs. Videos are organized around the 4 stages of life, which consist of 3 poles each.	
LEARNING OUTCOME 2GD 1.2 Students examine how growth is affected by variables.				
Parts of the body that exhibit different rates of growth include <ul style="list-style-type: none"> • hair • foot size • height 	Growth of the body varies and happens at different rates.	Acknowledge that parts of the body may experience growth that is more visible.		

