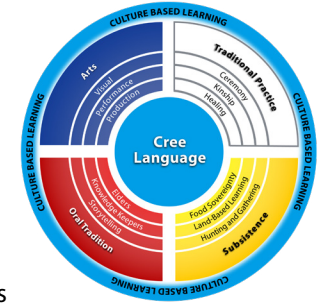






Physical Education and Wellness





NOTE: The *italicized* learning outcomes in the Grade 3-9 physical education and wellness curriculum contain topics related to gender identity, sexual orientation or human sexuality. Where classroom content includes subject-matter that deals primarily and explicitly with gender identity, sexual orientation, or human sexuality, school authorities must notify parents at least 30 calendar days in advance and provide parents the option to opt-in their child, rather than opt-out, for this instruction. This requirement does not apply to other subjects or incidental references to these topics.







Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ 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				
How can a variety of physical activities be incorporated into an active lifestyle?				
LEARNING OUTCOME				
3AL 1.1 Students examine how participation in a variety of challenging physical activities fosters well-being.				
<p>Increased levels of physical activity support well-being and people</p> <ul style="list-style-type: none"> • having healthier hearts, lungs, and minds • improving coordination • connecting with others • experiencing enjoyment 	<p>Participation in a variety of physical activities supports well-being.</p>	<p>Experience and reflect on how well-being is supported through a variety of physical activities.</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>	







Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
3AL 1.2 Students examine how participation in a variety of challenging physical activities fosters well-being.				
<p>A plan involves identifying a goal and then listing the steps needed to reach that goal.</p> <p>Physical activities that can increase in complexity include</p> <ul style="list-style-type: none"> • rhythmic • gymnastic • expressive • individual • challenging • adventurous • cultural 	<p>Planning for active living is important for leading a healthy life.</p> <p>Participation in a variety of physical activities enables individuals to pursue goals and plan activities that satisfy personal interests and preferences.</p> <p>Exploration of a variety of physical activities can build transferable skills, self-knowledge, and resilience in the face of challenges.</p>	<p>Participate in physical activities that increase in complexity.</p> <p>Identify and implement personal strategies to overcome challenges in a variety of physical activities.</p>	 Powwow and Dance Series (11 videos)	
LEARNING OUTCOME				
3AL 1.3 Students examine how participation in a variety of challenging physical activities fosters well-being.				
<p>Each season offers different opportunities for active living.</p> <p>Diverse environments can present opportunities and barriers for active living.</p>	<p>Physical activity in diverse environments and during different seasons builds confidence and resilience.</p>	<p>Modify plans for physical activity in response to changing seasons and diverse environments.</p>	 Videos by Season Series: Videos in these series share outdoor activities across the seasons.	
LEARNING OUTCOME				
3AL 1.4 Students examine how participation in a variety of challenging physical activities fosters well-being.				
<p>Participation in risk-taking and adventurous play activities with reasonable risk can broaden skills for well-being.</p>	<p>Participation in active living provides individuals with options to develop confidence and independence.</p>	<p>Participate in risk-taking and adventurous play activities that promote well-being.</p>		




Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Movement Skill Development (MSD): Developing physical literacy through movement and active living supports well-being across a lifespan.				
GUIDING QUESTION How can tactics support movement competence?				
LEARNING OUTCOME 3MSD 1.1 Students examine and integrate tactics in a variety of physical activity contexts.				
Tactics are used to achieve desired outcomes through purposeful movements applied by individuals and groups and include <ul style="list-style-type: none"> • changing direction • changing speed • passing an object • changing levels 	Tactics function to support a desired outcome or goal.	Apply tactics in a variety of physical activity contexts. Assess the effectiveness of tactics applied in a variety of physical activities.	 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.	
LEARNING OUTCOME 3MSD 1.2 Students examine and integrate tactics in a variety of physical activity contexts.				
Tactics are responses to other participants and changing situations.	Tactics can be spontaneous, creative, or practised.	Implement a variety of tactics in response to other participants and changing situations.		
LEARNING OUTCOME 3MSD 1.3 Students examine and integrate tactics in a variety of physical activity contexts.				
Tactics in First Nations, Métis, and Inuit physical activities and games help develop skills for everyday life, such as <ul style="list-style-type: none"> • familiarity with the land • knowledge of weather patterns and cycles • respect for self, others, and the built and natural world 	Tactics in traditional First Nations, Métis, and Inuit society are essential for survival of the community and cultural continuity.	Investigate how tactics in First Nations, Métis, or Inuit physical activities and games help develop skills for everyday life.	All videos on the Indigenous Culture Based Learning website meet this outcome. Examples to explore can include:  Tipi Teachings Series  13 Moons Teachings  Videos by Season Series: All seasonal series	








Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How can elements of movement support movement competence?				
LEARNING OUTCOME 3MSD 2.1 Students investigate and demonstrate how elements of movement support physical activity.				
<p>Locomotor movements include sliding and chasing.</p> <p>Non-locomotor movements include twisting, rising up, and lowering.</p> <p>Object-manipulation movements involve</p> <ul style="list-style-type: none"> • sending objects, including punting and striking • retaining objects, including cradling • receiving objects, including catching and collecting <p>Elements of movement include space, direction, and effort.</p>	<p>Elements of movement can be modified to make creative movements.</p>	<p>Apply movement elements when engaging in physical activity.</p>	<div data-bbox="1276 479 1570 576">    Archery Series (3 videos) </div> <div data-bbox="1276 673 1570 755">  Powwow and Dance Series (11 videos) </div>	
LEARNING OUTCOME 3MSD 2.2 Students investigate and demonstrate how elements of movement support physical activity.				
<p>Space includes the area around or taken up by the body.</p> <p>Space can be</p> <ul style="list-style-type: none"> • general • personal • in relation to people, objects, and the surrounding environment 	<p>The element of space can be explored through body movement.</p>	<p>Adjust movement in response to the element of space.</p>		









Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 3MSD 2.3 Students investigate and demonstrate how elements of movement support physical activity.				
<p>Directional movement is body movement in various directions, levels, and pathways.</p> <p>Directions include</p> <ul style="list-style-type: none"> • forward and backward • up and down • left and right • lateral and diagonal <p>Levels include elevations that are</p> <ul style="list-style-type: none"> • low • medium • high <p>Pathways include</p> <ul style="list-style-type: none"> • zigzag • over • under • curved • linear • wavy 	<p>The element of directional movement can be manipulated by the body.</p>	<p>Demonstrate directional movement in physical activity.</p>		
LEARNING OUTCOME 3MSD 2.4 Students investigate and demonstrate how elements of movement support physical activity.				
<p>Force involves a push or a pull and can be strong or light.</p> <p>Speed can be</p> <ul style="list-style-type: none"> • slow • fast • sustained • sudden <p>Time involves tempo, beat, and rhythm.</p>	<p>Effort determines speed, time, and force.</p>	<p>Experiment with effort in a variety of movement contexts.</p>	 <p>Archery Series (3 videos)</p>	




Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p align="center">GUIDING QUESTION How can teamwork support positive interactions?</p>				
<p align="center">LEARNING OUTCOME 3MSD 3.1 Students identify and demonstrate how teamwork supports positive interactions during physical activity.</p>				
<p>Teamwork allows opportunities for individuals to explore</p> <ul style="list-style-type: none"> • interests • skills • talents • virtues 	<p>Teamwork provides opportunities for individuals to contribute to team efforts and goals.</p>	<p>Explore opportunities to contribute to teamwork.</p>		
<p align="center">LEARNING OUTCOME 3MSD 3.2 Students identify and demonstrate how teamwork supports positive interactions during physical activity.</p>				
<p>Teamwork provides opportunities to build relationships and create a sense of purpose and belonging.</p>	<p>Encouragement of others can support positive interactions during physical activities.</p>	<p>Engage in positive interactions that support teamwork.</p>		
<p align="center">ORGANIZING IDEA Character Development (CD): Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.</p>				
<p align="center">GUIDING QUESTION How are roles connected to character development?</p>				
<p align="center">LEARNING OUTCOME 3CD 1.1 Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.</p>				
<p>Community, social, and work roles can require certain actions, behaviours, and responsibilities.</p> <p>Individuals can hold multiple roles at one time.</p> <p>Roles can vary between</p> <ul style="list-style-type: none"> • cultures • organizations • communities • families 	<p>Roles and occupations have requirements, purposes, and expectations.</p>	<p>Examine the requirements, purposes, and expectations of a variety of roles and occupations.</p>	<p>   Tipi Teachings Series: Each pole teaches us a different aspect of character and life and can be used to support character development KUSPs.</p> <p>  Kinship and Community</p>	




Knowledge	Understanding	Skills & Procedures	ᑭᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
3CD 1.2 Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.				
<p>Family structures can vary; may include extended family; and may consist of a single parent, a mother and a father, stepparents, two fathers, or two mothers.</p> <p>Families can be intergenerational with many generations residing in one home.</p> <p>Children may spend time between more than one family.</p> <p>Positive role models can inspire individuals to develop personal talents and potential.</p>	<p>Roles are influenced by family, role models, learning environments, and community.</p> <p>Roles are established and maintained through culture and relationships with people and the land.</p>	<p>Investigate how personal talents and potential are influenced by role models.</p>	<p>   Tipi Teachings Series:</p> <ul style="list-style-type: none"> • Tipi Pole 7 - Family • Tipi Pole 11 - Kinship <p> Elders' Voices:</p> <ul style="list-style-type: none"> • Childhood Memories - Evelyn Noskey • Husbands and Wives • Wahkotowin - Lillian Whitehead 	
LEARNING OUTCOME				
3CD 1.3 Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.				
<p>Roles can connect to specific life and career stages to provide individuals with opportunities to develop</p> <ul style="list-style-type: none"> • talents • personalities • attributes • virtues • strengths • resilience 	<p>Individuals can assume or earn various roles in their lifetime.</p>	<p>Examine how roles can provide individuals with opportunities to develop.</p>		
LEARNING OUTCOME				
3CD 1.4 Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.				
<p>Self-regulation helps individuals to engage with commitments, expectations, and tasks.</p>	<p>Individuals can use self-regulation to adjust to various situations.</p>	<p>Practise self-regulation to maintain engagement in a variety of situations.</p>	<p>  Trickster Stories: Trickster stories can be helpful when exploring self-regulation.</p>	


















Knowledge	Understanding	Skills & Procedures	ᑭᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
3CD 1.5 Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.				
Resilience includes the capacity to manage adversity or stress in effective ways.	The development of resilience is supported through understanding of emotions.	Identify emotions in a variety of situations.		
LEARNING OUTCOME				
3CD 1.6 Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.				
Self-regulation and resilience can be supported by resources such as <ul style="list-style-type: none"> • parents • family and kin • teachers and school counsellors • health-care professionals • community agencies • spiritual leaders • Elders • Knowledge Keepers 	Resources are available when self-regulation strategies are not effective or when an individual is feeling overwhelmed.	Create a plan to identify self-regulation resources that can be accessed when needed.		
ORGANIZING IDEA				
Safety (S): A lifetime of optimal well-being is supported by prioritizing health and safety.				
GUIDING QUESTION				
How is safety connected to health?				
LEARNING OUTCOME				
3S 1.1 Students investigate and explain safety and its correlation to health.				
Proactive planning includes <ul style="list-style-type: none"> • wearing appropriate and protective gear • awareness of instructions and guidelines • digital citizenship (responsible conduct and safety) 	Safety involves prevention that requires proactive planning.	Examine situations that require proactive planning.	 Tipi Teachings Series: Videos in this series can be used to support safety KUSPs.	





Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
3S 1.2 Students investigate and explain safety and its correlation to health.				
Consent is established by clearly requesting, obtaining, and giving permission or communicating refusal in support of personal safety.	Consent is important for personal safety.	Practise permission and refusal skills in a variety of contexts.		
LEARNING OUTCOME				
3S 1.3 Students investigate and explain safety and its correlation to health.				
Specific rules or guidelines can <ul style="list-style-type: none"> determine a course of action prevent accidents protect safety of self and others 	Rules and guidelines can promote safety in various contexts.	Explain the function or purpose of specific rules or guidelines within various contexts.	 Trickster Stories	
LEARNING OUTCOME				
3S 1.4 Students investigate and explain safety and its correlation to health.				
Experiences that involve challenges and taking risks can develop knowledge around safety. Substances can be classified in different ways, including legal and illegal.	Safety is impacted by the environment and behaviours. Use of legal and illegal substances can impact well-being.	Generate examples of situations where behaviours would be appropriate and others where they would involve risk. Discuss reasons why substances might be classified as legal or illegal.		
LEARNING OUTCOME				
3S 1.5 Students investigate and explain safety and its correlation to health.				
Resources that support personal safety include <ul style="list-style-type: none"> safety networks emergency services safety manuals or guidelines 	Safety of self and others can be met through awareness of supports.	Identify available resources that support safety.		





Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑎᑦ 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 does nutrition function in the body?				
LEARNING OUTCOME				
3HE 1.1 Students investigate food and describe how it affects the body.				
<p>Food provides energy and nourishment to the brain and body.</p> <p>The most effective way to hydrate the body is by drinking water.</p> <p>Some foods and drinks can provide hydration to the body.</p>	<p>Optimal brain and body functions are influenced by foods and hydration.</p>	<p>Explore the effects of food and hydration on the brain and body.</p>	<p>   Tipi Teachings Series: Videos in this series teach about self-care and love before all else.</p>	
LEARNING OUTCOME				
3HE 1.2 Students investigate food and describe how it affects the body.				
<p>The characteristics of food can be affected by</p> <ul style="list-style-type: none"> • cooking • storing • preparing • freezing • drying <p>Characteristics of food that can be affected by preparation techniques include</p> <ul style="list-style-type: none"> • taste • texture • colour • appearance 	<p>The characteristics of food vary and can be affected by food-preparation techniques.</p>	<p>Examine how food-preparation techniques can affect the characteristics of common foods.</p>	<p>   Canning and Preserving Series: Canning Berries</p> <p>   Moose Butchering and Cutting Series: Dry Meat Smoking and Wood</p> <p>   Birch Tree Tapping Series (3 videos)</p> <p>   Fall Whitefish Series (2 videos)</p>	





Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Healthy Relationships (HR): Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.				
GUIDING QUESTION How can problem solving support healthy relationships?				
LEARNING OUTCOME 3HR 1.1 Students investigate and describe how problem solving can affect healthy relationships.				
<p>Individuals in healthy relationships resolve conflict by sharing the responsibility in coming to fair solutions to problems.</p> <p>Characteristics of healthy relationships and friendships include</p> <ul style="list-style-type: none"> • care, trust, mutual respect, and support • open, honest, and safe communication • equality <p>Problem solving is a process of finding a resolution to a problem.</p> <p>Problem solving includes</p> <ul style="list-style-type: none"> • rephrasing to clarify understanding • determining relevant information • considering possible outcomes <p>Friends can resolve conflicts by</p> <ul style="list-style-type: none"> • listening to one another • trying to understand each other's point of view • apologizing • taking time to consider solutions • getting help from a peer or an adult <p>Resolution involves individuals taking responsibility for actions and words.</p>	<p>Problem solving and resolution can facilitate understanding and connections among people.</p>	<p>Generate solutions to problems in a variety of relationship contexts.</p> <p>Identify respectful and positive interactions with others.</p> <p>Practise conflict-resolution or problem-solving strategies that support friendships.</p>	<p>  Sharing and Talking Circles: Sharing circles are an effective practice in problem solving and conflict resolution.</p>	



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
3HR 1.2 Students investigate and describe how problem solving can affect healthy relationships.				
Individuals in the community share in the responsibility for offering fair solutions to problems.	Resolution within communities seeks to restore balance with self, others, and the land.	Investigate how communities use resolution to restore balance within relationships.		
LEARNING OUTCOME				
3HR 1.3 Students investigate and describe how problem solving can affect healthy relationships.				
Relationship building and resolution include <ul style="list-style-type: none"> • empathy • forgiveness • compromise • respect 	Resolution can contribute to people interacting with others in a respectful and positive manner.	Explain the connection between resolution and developing healthy relationships.	 Tipi Teachings Series	
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 development evolve throughout growth?				
LEARNING OUTCOME				
3GD 1.1 Students examine and describe development related to personal growth.				
Development is the process of becoming a unique person. Areas of development are interconnected and include <ul style="list-style-type: none"> • mind • body • spirit • emotion • self-image 	Development is a natural, multi-faceted, and continuous process.	Describe changes in the areas of development that occur during childhood.	 Tipi Teachings Series: Each pole teaches us a different aspect of character and life and can be used to support growth and development KUSPs.	



Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 3GD 1.2 Students examine and describe development related to personal growth.				
Development can be <ul style="list-style-type: none"> observed experienced described 	During development, progress may be made in some areas and limited in other areas.	Examine instances where different areas of development can simultaneously progress, be limited, or remain unchanged.		
LEARNING OUTCOME 3GD 1.3 Students examine and describe development related to personal growth.				
One stage of development establishes the necessary body conditions for the next stage. Each developmental stage comes with new <ul style="list-style-type: none"> expectations abilities responsibilities Life stages include <ul style="list-style-type: none"> infancy childhood adolescence adulthood 	Development can happen in predictable life patterns or stages.	Examine life stages and how they correlate to personal development.	 Tipi Teachings Series: Videos are organized around the 4 stages of life, which consist of 3 poles each.	
LEARNING OUTCOME 3GD 1.4 Students examine and describe development related to personal growth.				
Internal developmental factors include <ul style="list-style-type: none"> family traits (genetics) personality traits life experiences previous learning External developmental factors include <ul style="list-style-type: none"> family culture environment social relationships 	Internal and external factors influence development at different rates.	Communicate how internal and external factors can affect development.	 Kinship and Community	



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Financial Literacy (FL): Informed financial decision making contributes to the well-being of individuals, groups, and communities.				
GUIDING QUESTION				
In what ways can money management be supported?				
LEARNING OUTCOME				
3FL 1.1 Students describe strategies that support responsible money management.				
<p>Good money habits allow individuals to appreciate the value of money and the importance of managing it.</p> <p>Responsible spending can be supported through strategies such as</p> <ul style="list-style-type: none"> • buying needed items first • buying items that are affordable • taking time when making purchases • not purchasing more than is needed <p>Saving means not spending in order to keep money aside for unexpected expenses and to pay for purchases, activities, and future plans or goals.</p> <p>Responsible saving can be supported through strategies such as</p> <ul style="list-style-type: none"> • considering needs and wants • setting financial goals • establishing a savings account • putting earned money aside on a regular basis <p>Responsible money management can allow individuals to help others in need through donation.</p>	<p>Individuals can develop good habits early in life to make responsible money decisions now and in the future.</p> <p>Saving is essential for personal short-term and long-term goals.</p> <p>Donating money can have a significant impact on the well-being of others.</p>	<p>Discuss the importance of responsible spending and saving.</p> <p>Identify possible short-term and long-term saving goals.</p>		