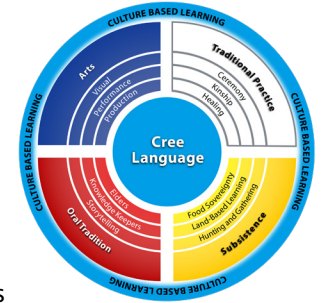


# Physical Education and Wellness



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

ᑭᑭᑭᑭ 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

**In what ways can a variety of physical activities contribute to active living?**

## LEARNING OUTCOME

**4AL 1.1 Students examine how choices in physical activities affect active living.**

Active living options can vary for individuals over time due to various factors, such as

- time
- preference
- access and availability
- sense of purpose






Active living options include activities that are

- rhythmic
- gymnastic
- expressive
- individual
- challenging
- adventurous
- cultural

Choice in physical activity can enhance exposure to a variety of active living options.


Investigate how the choice of physical activity may change over time in relation to various factors.

Experience and reflect upon the benefits of building knowledge, skills, and confidence through a variety of physical activities.


     **Videos by Season Series: Most videos in this 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 active living KUSPs.**

 **Powwow and Dance Series (11 videos)**



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b>				
<b>4AL 1.2 Students examine how choices in physical activities affect active living.</b>				
<p>Components of physical fitness include</p> <ul style="list-style-type: none"> <li>• muscular strength</li> <li>• flexibility</li> <li>• cardiorespiratory endurance</li> <li>• muscular endurance</li> </ul> <p>Muscular strength is the amount of force produced by the muscles.</p> <p>Flexibility is the ability of the body to move easily through a full range of motion.</p> <p>Cardiorespiratory endurance is the ability of the heart and lungs to provide muscles with oxygen and blood over a given period of time.</p> <p>Muscular endurance is the ability of muscles to sustain a force for a period of time.</p>	<p>Physical fitness can support performance in a variety of physical activities.</p>	<p>Participate in a variety of physical activities that develop various components of physical fitness.</p>		
<b>LEARNING OUTCOME</b>				
<b>4AL 1.3 Students examine how choices in physical activities affect active living.</b>				
<p>Enjoyment can influence choice related to physical activity.</p> <p>Physical activity can be enjoyed by an individual or as a group.</p> <p>Rewarding and engaging physical activity can foster motivation.</p>	<p>Healthy choices related to physical activity can lead to increased levels of interest and engagement.</p>	<p>Engage in physical activities that are enjoyable or rewarding.</p>		
<b>LEARNING OUTCOME</b>				
<b>4AL 1.4 Students examine how choices in physical activities affect active living.</b>				
<p>Awareness of community programs, activity spaces, and people who can support physical activity is helpful when planning for active living.</p>	<p>Involvement in a variety of physical activities can be supported by local communities.</p>	<p>Participate in physical activities that are available and accessible within local communities.</p>	<p> <b>Powwow and Dance Series (11 videos)</b></p>	



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑎᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>ORGANIZING IDEA</b>				
<b>Movement Skill Development (MSD): Developing physical literacy through movement and active living supports well-being across a lifespan.</b>				
<b>GUIDING QUESTION</b>				
<b>How can elements of movement and tactics support active living?</b>				
<b>LEARNING OUTCOME</b>				
<b>4MSD 1.1 Students select and implement strategies and tactics in a variety of physical activities.</b>				
<p>Strategies are plans of actions and choices used to set and achieve goals and enhance outcomes.</p> <p>Strategies and tactics can be</p> <ul style="list-style-type: none"> <li>• individual</li> <li>• group</li> <li>• offensive</li> <li>• defensive</li> </ul>	<p>Strategies and tactics can vary based on number of participants and approach.</p>	<p>Practise offensive and defensive strategies and tactics in a variety of physical activities.</p>	<p> <b>Many games listed in the <a href="#">Instructional Supports - Resources (Games Section)</a> resource on the <a href="#">Indigenous Culture Based Learning website</a> can be used to meet several movement KUSPs.</b></p>	
<b>LEARNING OUTCOME</b>				
<b>4MSD 1.2 Students select and implement strategies and tactics in a variety of physical activities.</b>				
<p>Similar strategies and tactics exist across physical activities.</p>	<p>Strategies and tactics can be transferred across physical activities to improve individual or group success.</p>	<p>Transfer strategies and tactics across various physical activities.</p>		
<b>LEARNING OUTCOME</b>				
<b>4MSD 1.3 Students select and implement strategies and tactics in a variety of physical activities.</b>				
<p>Roles within various physical activities include</p> <ul style="list-style-type: none"> <li>• leader and follower</li> <li>• offender and defender</li> <li>• teammate and opponent</li> </ul>	<p>Strategies and tactics can require team members to have specific roles and responsibilities.</p>	<p>Apply strategies and tactics that capitalize on the strengths of individuals and groups.</p> <p>Practise strategies and tactics in a variety of roles.</p>		








Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b>				
<b>4MSD 1.4 Students select and implement strategies and tactics in a variety of physical activities.</b>				
Strategies and tactical actions and formations include <ul style="list-style-type: none"> <li>• positioning of players</li> <li>• adjusting elements of movement</li> <li>• use of equipment</li> <li>• time of possession</li> </ul>	Strategies and tactics can involve actions or formations that enhance performance.  Strategies and tactics used in First Nations, Métis, and Inuit games honour place and can be understood through the sharing of generational knowledge.	Implement strategies and tactics to improve performance.  Reflect on strategies and tactics used in various physical activities to enhance performance.		
<b>LEARNING OUTCOME</b>				
<b>4MSD 1.5 Students select and implement strategies and tactics in a variety of physical activities.</b>				
Modifications for game situations include <ul style="list-style-type: none"> <li>• changes in the environment</li> <li>• number of participants</li> <li>• equipment used</li> <li>• rule changes</li> </ul>	Strategies and tactics can be adapted or changed when the game situation is modified.	Modify strategies and tactics based on changing game situations.		
<b>GUIDING QUESTION</b>				
<b>How can elements of movement support active living?</b>				
<b>LEARNING OUTCOME</b>				
<b>4MSD 2.1 Students integrate and experiment with elements of movement to support physical activity.</b>				
Locomotor movements include dodging and crossover.  Non-locomotor movements include lifting, extending, and flexing.	Elements of movement are integrated through various combinations to create movement.	Integrate elements of movement in various physical activities.		




Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b>				
<b>4MSD 2.2 Students integrate and experiment with elements of movement to support physical activity.</b>				
Object-manipulation movements involve <ul style="list-style-type: none"> <li>• sending objects, including volleying</li> <li>• retaining objects, including dribbling</li> <li>• receiving objects, including catching and collecting</li> </ul>	Elements of movement can be manipulated to improve accuracy and control.	Perform elements of movement when receiving, sending, and retaining an object using various parts of the body and equipment.  Manipulate movement elements to improve efficiency, accuracy, and control.		
<b>GUIDING QUESTION</b>				
<b>How can teamwork enhance participation in physical activity?</b>				
<b>LEARNING OUTCOME</b>				
<b>4MSD 3.1 Students connect and demonstrate how teamwork enhances participation in physical activity.</b>				
Team success is optimized through the contributions of all members.  Team members show accountability by being responsible for their actions or decisions.	Teamwork provides individuals with opportunities to be accountable for their contributions.	Reflect on contributions made during team activities.		
<b>LEARNING OUTCOME</b>				
<b>4MSD 3.2 Students connect and demonstrate how teamwork enhances participation in physical activity.</b>				
Teamwork strategies include <ul style="list-style-type: none"> <li>• constructive feedback</li> <li>• clarifying rules</li> <li>• clarifying role expectations</li> <li>• creating a safe environment</li> <li>• praise and encouragement of others</li> <li>• consideration of individual and group strengths</li> </ul>	Teamwork can involve individuals creating and enhancing strategies during physical activity.	Demonstrate effective teamwork strategies during physical activity.		









Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b>				
<b>4MSD 3.3 Students connect and demonstrate how teamwork enhances participation in physical activity.</b>				
<p>Participants can promote teamwork, safety, and positive outcomes through contributions made in different roles.</p> <p>Communication skills can help establish roles and responsibilities.</p>	<p>Team performance can be enhanced through effective communication.</p>	<p>Experience a variety of roles and responsibilities that support team performance.</p> <p>Explain the impact of communication on role clarity and responsibilities during physical activity.</p>		
<b>ORGANIZING IDEA</b>				
<b>Character Development (CD): Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.</b>				
<b>GUIDING QUESTION</b>				
<b>How can a variety of life experiences influence resilience and perseverance?</b>				
<b>LEARNING OUTCOME</b>				
<b>4CD 1.1 Students interpret how resilience and perseverance can be influenced by a variety of life experiences.</b>				
<p>Individuals can seek out experiences based on their</p> <ul style="list-style-type: none"> <li>• interests</li> <li>• curiosity</li> <li>• personal enjoyment</li> <li>• ambitions</li> </ul> <p>Experiences can occur in a variety of contexts, including</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• social</li> <li>• emotional</li> <li>• career</li> </ul>	<p>Experiences can be individual or shared and can occur in a variety of contexts.</p> <p>Experiences can provide a sense of purpose and belonging.</p>	<p>Determine a variety of contexts in which experiences can be individual or shared.</p> <p>Investigate experiences in a variety of contexts.</p>	<p>   <b>Tipi Teachings Series: Each pole teaches us a different aspect of character and life and can be used to support character development KUSPs.</b></p> <p>  <b>Trickster Stories: Select from and use these stories and legends to support character development KUSPs.</b></p>	
<b>LEARNING OUTCOME</b>				
<b>4CD 1.2 Students interpret how resilience and perseverance can be influenced by a variety of life experiences.</b>				
<p>Experiences can be represented through places, languages, and cultural artifacts.</p> <p>Experiences on the land are significant to learning and personal development in First Nations, Métis, and Inuit communities.</p>	<p>Experiences can lead to personal development.</p>	<p>Examine how experiences with places or artifacts can be meaningful.</p>		




Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b>				
<b>4CD 1.3 Students interpret how resilience and perseverance can be influenced by a variety of life experiences.</b>				
Strategies that support resilience include <ul style="list-style-type: none"> <li>• identifying a purpose</li> <li>• seeking positive role models</li> <li>• focusing on the solution instead of the challenge</li> <li>• breaking down tasks into smaller, achievable goals</li> </ul>	Resilience may result in the increased ability to respond to future adversity.  Resilience is supported by development of perseverance over time.	Describe strategies that support resilience.		
<b>LEARNING OUTCOME</b>				
<b>4CD 1.4 Students interpret how resilience and perseverance can be influenced by a variety of life experiences.</b>				
Perseverance involves effort, courage, commitment, and belief in one's abilities to be successful.  Personal success is unique to each person.	Perseverance is continuing with a difficult task for a short or long period of time.  Perseverance can enable an individual to succeed despite obstacles.	Examine how challenging situations can involve perseverance.	 <b>The Legend of Muskrat</b>	
<b>LEARNING OUTCOME</b>				
<b>4CD 1.5 Students interpret how resilience and perseverance can be influenced by a variety of life experiences.</b>				
Perseverance is supported by <ul style="list-style-type: none"> <li>• goal setting</li> <li>• practice</li> <li>• determination</li> <li>• self-regulation</li> <li>• reflection</li> </ul> Reflection and feedback on success and failure provide opportunities for personal growth and learning.	Perseverance is finding ways to continue to improve skills and stay motivated during difficult situations.	Examine the connection between perseverance and personal growth and learning.  Explain how perseverance affects skill development and motivation.		











Knowledge	Understanding	Skills & Procedures	ᑭᑦᑎᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b>				
<b>4CD 1.6 Students interpret how resilience and perseverance can be influenced by a variety of life experiences.</b>				
<p>Volunteerism is an experience of donating time, talent, and energy for the benefit of people and community.</p> <p>Volunteerism can provide opportunities to</p> <ul style="list-style-type: none"> <li>develop skills and interests</li> <li>contribute to the community</li> <li>create a sense of satisfaction and commitment</li> <li>build confidence and resiliency</li> </ul>	<p>Volunteer experiences can enable individuals to function as balanced, contributing members of a community.</p>	<p>Identify ways volunteering can contribute to a sense of purpose and belonging.</p>	<p>   <b>Kinship and Community</b></p>	
<b>ORGANIZING IDEA</b>				
<b>Safety (S): A lifetime of optimal well-being is supported by prioritizing health and safety.</b>				
<b>GUIDING QUESTION</b>				
<b>How can taking responsibility impact safety?</b>				
<b>LEARNING OUTCOME</b>				
<b>4S 1.1 Students analyze and explain responsibility and how it can impact personal and group safety.</b>				
<p>Responsibility includes making decisions to ensure self or others are not in unsafe and uncomfortable situations.</p>	<p>Responsibility includes the opportunity, ability, or right to act independently or make decisions.</p>	<p>Describe responsibility and its impact on personal and group safety in a variety of contexts.</p>	<p>   <b>Tipi Teachings Series: Videos in this series can be used to support safety KUSPs.</b></p>	
<b>LEARNING OUTCOME</b>				
<b>4S 1.2 Students analyze and explain responsibility and how it can impact personal and group safety.</b>				
<p>Consent is critical to respecting the rights, feelings, and belongings of others.</p>	<p>Responsibility includes respecting the rights and feelings of others.</p>	<p>Identify situations where responsibility supports the rights and feelings of others.</p>		






Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b>				
<b>4S 1.3 Students analyze and explain responsibility and how it can impact personal and group safety.</b>				
Responsibility occurs in a variety of contexts, such as <ul style="list-style-type: none"> <li>• home</li> <li>• learning environment</li> <li>• community</li> <li>• online</li> </ul> Responsibility includes making decisions when dealing with and handling a variety of substances.	Responsibility includes an awareness of surroundings to determine the safety of a situation.	Examine how responsibility can impact safety in a variety of situations.		
<b>ORGANIZING IDEA</b>				
<b>Healthy Eating (HE): A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.</b>				
<b>GUIDING QUESTION</b>				
<b>How can nutrition influence health?</b>				
<b>LEARNING OUTCOME</b>				
<b>4HE 1.1 Students examine nutrition and explain how it informs decision making about food.</b>				
Nutrients provided by foods include <ul style="list-style-type: none"> <li>• fats</li> <li>• proteins</li> <li>• carbohydrates</li> <li>• water</li> <li>• vitamins</li> <li>• minerals</li> </ul>	A variety of foods are required to provide different nutrients for body functions and well-being.	Explain the effect of nutrition on well-being.	 <b>Tipi</b> <b>Teachings Series: Videos in this series teach about self-care and love before all else.</b>	
<b>LEARNING OUTCOME</b>				
<b>4HE 1.2 Students examine nutrition and explain how it informs decision making about food.</b>				
Sources of nutritional information that support balanced food choices include <ul style="list-style-type: none"> <li>• health professionals</li> <li>• nutrition guidelines</li> <li>• food labels</li> </ul>	Credible nutritional information for decision making can come from a variety of sources.	Identify sources of credible nutritional information to determine the requirements for balanced food choices.  Consider nutritional information that supports decisions related to balanced food choices.		




Knowledge	Understanding	Skills & Procedures	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b>				
<b>4HE 1.3 Students examine nutrition and explain how it informs decision making about food.</b>				
<p>Food labels provide nutritional information and ingredients.</p> <p>Food portion sizes and number of servings can inform balanced nutrition choices.</p> <p>Food choices, including being vegetarian or vegan, can influence nutrition.</p>	<p>Food choices can affect the ability to acquire essential nutrients.</p>	<p>Explore benefits associated with various foods.</p> <p>Investigate food choices that require alternative sources of nutrition.</p>	<p>   <b>Elk Harvest Series (5 videos)</b></p> <p>   <b>Moose Harvest Series (Field Harvest – 6 videos; Butchering and Cutting – 9 videos; Fire Preparation – 3 videos; Feast – 3 videos)</b></p>	
<b>ORGANIZING IDEA</b>				
<b>Healthy Relationships (HR): Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>				
<b>GUIDING QUESTION</b>				
<b>How can resolving conflict and healthy relationships be mutually supportive?</b>				
<b>LEARNING OUTCOME</b>				
<b>4HR 1.1 Students reflect on resolution and explain connections to healthy relationships.</b>				
<p>Conflict resolution can occur using a variety of strategies, such as</p> <ul style="list-style-type: none"> <li>• creating a safe environment</li> <li>• communicating respectfully</li> <li>• negotiating and compromising</li> <li>• reflecting on actions taken</li> <li>• implementing appropriate solutions</li> <li>• making repeated efforts to solve a problem</li> </ul> <p>Resolution requires personal responsibility and acknowledgement of conflict.</p>	<p>Resolution supports healthy relationships.</p>	<p>Describe strategies that can be used to support resolution to a problem, conflict, or challenge.</p>	<p>  <b>Sharing and Talking Circles: Sharing circles are an effective practice in problem solving and conflict resolution.</b></p>	



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b> <b>4HR 1.2 Students reflect on resolution and explain connections to healthy relationships.</b>				
<p>Bullying is repeated, deliberate, and targeted behaviour with intent to harm.</p> <p>Bullying behaviour can be seen or experienced</p> <ul style="list-style-type: none"> <li>• verbally</li> <li>• socially</li> <li>• relationally</li> <li>• physically</li> <li>• digitally</li> </ul> <p>Roles of individuals in situations of bullying include the bully, the bullied, and the bystander.</p> <p>Actions to address bullying include</p> <ul style="list-style-type: none"> <li>• speaking up</li> <li>• walking away</li> <li>• getting help</li> <li>• safely intervening</li> <li>• reporting the incident</li> </ul>	<p>Individuals have the right to live in healthy, safe, and bully-free environments.</p> <p>Individuals have the right to live in healthy, safe, and bully-free environments.</p>	<p>Recognize harmful bullying behaviours.</p> <p>Identify actions that can be taken when bullying occurs.</p> <p>Recognize harmful bullying behaviours.</p> <p>Identify actions that can be taken when bullying occurs.</p>	<p> <b>How Buffalo Got His Hump</b></p> <p> <b>Legend of Buffalo (Told in Cree)</b></p>	
<b>LEARNING OUTCOME</b> <b>4HR 1.3 Students reflect on resolution and explain connections to healthy relationships.</b>				
<p>First Nations, Métis, and Inuit communities have traditional events, processes, and ceremonies to renew relationships, restore balance, and reconcile conflict.</p>	<p>In First Nations, Métis, and Inuit communities, resolution involves restoring harmony and balance to maintain individual and community well-being.</p>	<p>Discuss the importance of traditional First Nations, Métis, or Inuit events and ceremonies and how events and ceremonies are effective for reconciling relationships.</p>	<p> <b>Sharing and Talking Circles</b></p>	



Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b>				
<b>4HR 1.4 Students reflect on resolution and explain connections to healthy relationships.</b>				
Resolution involves recognizing that actions have consequences for oneself, others, and the community.	Resolution requires the sharing of multiple points of view..	Explain the significance of acknowledging conflict and taking responsibility when working toward resolution.  Discuss multiple points of view involved in a resolution.		
<b>ORGANIZING IDEA</b> <b>Growth and Development (GD): Decision making that optimizes personal health and well-being is informed by understanding growth and development.</b>				
<b>GUIDING QUESTION</b> <b>How is change reflected through development?</b>				
<b>LEARNING OUTCOME</b>				
<b>4GD 1.1 Students explore various areas of development.</b>				
Social-emotional changes include <ul style="list-style-type: none"> <li>• self-image</li> <li>• self-confidence</li> <li>• body image</li> <li>• emotions</li> <li>• relationships</li> <li>• social skills</li> </ul>	Social-emotional factors influence positive mental health and well-being.	Describe changes related to social-emotional development.	 <b>Tipi</b> <b>Teachings Series: Each pole teaches us a different aspect of character and life and can be used to support growth and development KUSPs.</b>	
<b>LEARNING OUTCOME</b>				
<b>4GD 1.2 Students explore various areas of development.</b>				
Social development includes developing an awareness of a variety of social and cultural contexts.  Social development includes <ul style="list-style-type: none"> <li>• expanding social networks</li> <li>• taking on new responsibilities</li> <li>• embracing new challenges</li> </ul>	Social development helps build and maintain positive relationships.	Consider how to interact and respond to others in a variety of contexts and situations.		






Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b>				
<b>4GD 1.3 Students explore various areas of development.</b>				
Intellectual development includes the critical and creative use of the mind to its fullest potential in areas such as <ul style="list-style-type: none"> <li>• concentration</li> <li>• perception</li> <li>• problem solving</li> <li>• memory</li> </ul>	Intellectual development can enable individuals to think, reason, and organize ideas and thoughts to make informed decisions.	Describe changes related to intellectual development.		
<b>LEARNING OUTCOME</b>				
<b>4GD 1.4 Students explore various areas of development.</b>				
Social-emotional, intellectual, and spiritual development can occur through <ul style="list-style-type: none"> <li>• listening</li> <li>• observing</li> <li>• communicating</li> <li>• speaking first language with others</li> <li>• learning</li> </ul>	Social-emotional, intellectual, and spiritual development are supported in many ways.	Explore ways of supporting personal development.		
<b>GUIDING QUESTION</b>				
<b><i>How is change reflected through development?</i></b>				
<b>LEARNING OUTCOME</b>				
<b>4GD 2.1 Students explain how development and puberty are connected.</b>				
<p><i>Puberty is a period of rapid growth and progression from childhood through adolescence to adulthood.</i></p> <p><i>Puberty marks the beginning of the life stage of adolescence.</i></p> <p><i>A growth spurt can be an indicator of the beginning of puberty.</i></p> <p><i>Puberty prepares the human body for reproduction.</i></p> <p>[continued]</p>	<p><i>Puberty can allow individuals to take on new roles and responsibilities and experience new learning opportunities.</i></p>	<p><i>Recognize that puberty marks the beginning of a new life stage as individuals move toward becoming mature adults.</i></p>		



Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued]</p> <p><i>Puberty prepares people to function as adults with healthy</i></p> <ul style="list-style-type: none"> <li>• <i>bodies</i></li> <li>• <i>choices</i></li> <li>• <i>relationships</i></li> <li>• <i>thoughts</i></li> <li>• <i>emotions</i></li> </ul>				
<p><b>LEARNING OUTCOME</b></p> <p><b>4GD 2.2 Students explain how development and puberty are connected.</b></p>				
<p><i>Differences in physical characteristics can occur during and after onset of puberty.</i></p> <p><i>The progression of puberty can be experienced in unique ways.</i></p> <p><i>Physical changes in puberty include</i></p> <ul style="list-style-type: none"> <li>• <i>growth of body hair</i></li> <li>• <i>skin changes</i></li> <li>• <i>voice changes</i></li> <li>• <i>sperm production</i></li> <li>• <i>menstruation</i></li> </ul> <p><i>Puberty can result in social-emotional changes, such as</i></p> <ul style="list-style-type: none"> <li>• <i>increased intensity of feelings</i></li> <li>• <i>friendships becoming more important</i></li> <li>• <i>emphasis on body image</i></li> <li>• <i>wanting to fit in and be liked</i></li> </ul>	<p><i>Puberty is a process of maturation that includes physical and social-emotional changes.</i></p> <p><i>Awareness of changes that happen in puberty can support mental health and emotional well-being.</i></p>	<p><i>Describe changes that happen during puberty.</i></p>		



Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b>				
<b>4GD 2.3 Students explain how development and puberty are connected.</b>				
<p>Some cultures have different celebrations that recognize the transition into puberty.</p>	<p>Cultural traditions can mark the transition from childhood to adulthood.</p>	<p>Explore how transitions into puberty are acknowledged in different cultures.</p> <p>Recognize that First Nations, Métis, or Inuit entry into puberty can be accompanied by ceremonies that support the ongoing transition into adulthood.</p>	<p>   <b>Tipi</b>  <b>Teachings Series: Videos are organized around the 4 stages of life, which consist of 3 poles each.</b></p>	
<b>LEARNING OUTCOME</b>				
<b>4GD 2.4 Students explain how development and puberty are connected.</b>				
<p>Adolescents may have questions about puberty and its associated changes.</p> <p>Puberty can be supported using credible sources, such as</p> <ul style="list-style-type: none"> <li>• parents and caregivers</li> <li>• health professionals</li> <li>• counsellors</li> <li>• spiritual leaders</li> <li>• Knowledge Keepers</li> <li>• Elders</li> </ul>	<p>Sources of support are available for adolescents during puberty.</p>	<p>Identify credible sources in the community to support individuals through the changes that occur during puberty.</p>		
<b>LEARNING OUTCOME</b>				
<b>4GD 2.5 Students explain how development and puberty are connected.</b>				
<p>Changes to hygiene practices include using deodorant or antiperspirant showering or bathing more frequently changing clothes regularly.</p>	<p>Puberty can require changes in personal hygiene practices.</p>	<p>Identify how personal hygiene practices may need to be modified as the body changes.</p>		





Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
<b>LEARNING OUTCOME</b> <b>4FL 1.2 Students examine factors that influence spending.</b>				
<p>Managing personal finances involves understanding banking practices such as</p> <ul style="list-style-type: none"> <li>• bank accounts</li> <li>• deposits</li> <li>• withdrawals</li> <li>• service fees</li> <li>• interest</li> <li>• e-transfers</li> <li>• online banking</li> </ul> <p>Canada's first bank was the Bank of Montreal, founded in 1817.</p>	<p>Banking practices play a significant role in managing personal finances.</p>	<p>Describe the purpose of various banking practices.</p> <p>Apply various banking practices in a variety of contexts.</p>		