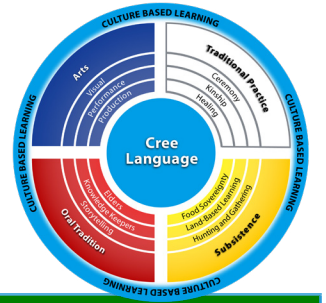
Physical Education and Wellness



Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᐣ 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 physical activity be included in daily life?**				
LEARNING OUTCOME **KAL 1 Children explore physical activity in a variety of contexts.**				
Individual or group physical activity includes • play • active modes of transportation • recreation Physical activities are informed by the seasons.	**KAL 1.1** Physical activity involves participation in movement experiences in safe and enjoyable environments.	Perform physical activity experiences that provide personal enjoyment. Explore a variety of seasonal physical activities.	**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.** **Powwow and Dance Series (11 videos)**	**Elders' Memories:** ***Babies were carried on the back when picking berries.*** • ***Snowshoeing and dog sledding in the winter*** • ***Skipping rope, swimming, horseback riding, berry picking, walking through the bush, canoeing, snaring, fishing*** • ***Making our own toys such as willow horses and then racing, beading*** • ***Roleplaying such as pretending to have ceremonies, treaty days, preparing foods*** • ***We always made games out of work.***

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LEARNING OUTCOME **KAL 1 Children explore physical activity in a variety of contexts.**				
Physical activity needs to be balanced with rest. Rest contributes to optimal health.	**KAL 1.2** Physical activity requires an individual to expend energy when moving.	Discuss how rest is required to allow the body to recover from physical activity.		**Elders' Memories:** ***We knew that bedtime was at dark no matter the time of year.***
LEARNING OUTCOME **KAL 1 Children explore physical activity in a variety of contexts.**				
Games and activities can be done by an individual or a group, e.g., rhythmic, gymnastic, expressive, challenging, adventurous, and cultural.	**KAL 1.3** Physical activity can be experienced in a variety of ways.	Participate in a variety of physical activities and games.	**Hunting and gathering videos such as those found in the following series address cultural activities:** **Birch Tree Tapping Series (3 videos)** **Fall Whitefish Series (2 videos)** **Harvesting Medicines Series (15 videos)** **Trapping and Snares Series:** • **Beaver Series (5 videos)** • **Muskrat Series** • **Rabbit Series (5 videos)** • **Squirrel Series (5 videos)**	**Elders' Memories:** ***Everything was a learning experience from hollering at flocks of cranes to make them circle to role playing ceremonies. We used our creative minds by imagining ways to use the environment.*** ***I watched Uncle prepare ducks and then we'd copy with little birds and make spring bird stew.***

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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 can an awareness of the body facilitate movement?**				
LEARNING OUTCOME **KMSD 1 Children explore spatial awareness in a variety of physical activity contexts.**				
Spatial awareness includes knowing one's location relative to • people • objects • the surrounding environment	**KMSD 1.1** Spatial awareness helps people move safely during various physical activities.	Practise moving in relation to the location and proximity of people or objects in a variety of physical activity contexts.	**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.**	**Elders' Memories:** ***We used animal tracks to know where to walk.*** ***We had an awareness of plants and places to avoid.***
GUIDING QUESTION **How can an awareness of the body facilitate movement?**				
LEARNING OUTCOME **KMSD 2 Children investigate movement of the body.**				
Movement of the body can occur in a variety of ways, such as • walking • running • jumping • throwing • kicking • catching	**KMSD 2.1** Movement is any physical activity that includes changes of position or physical location.	Practise movement in any direction from one point to another.		

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LEARNING OUTCOME **KMSD 2 Children investigate movement of the body.**				
Indoor contexts include • gymnasiums • classrooms • arenas Outdoor contexts include • ice • snow • air • water • land	**KMSD 2.2** Movement can occur in a variety of indoor and outdoor physical activity contexts.	Explore movement in a variety of indoor and outdoor physical activity contexts.		**Elders' Memories:** ***When indoors we would make dolls, bead, sew, do crafts, tell stories, skin pelts, and prepare foods.***
LEARNING OUTCOME **KMSD 2 Children investigate movement of the body.**				
Creative movement can be inspired by • imagination • music • literature • nature	**KMSD 2.3** Movement can help express ideas, feelings, and emotions.	Demonstrate movement of the body in creative ways.	**Stories and Legends Series** **Powwow and Dance Series (11 videos)**	
GUIDING QUESTION **What is fair play?**				
LEARNING OUTCOME **KMSD 3 Children explore fair play through a variety of physical activities.**				
Fair play is a set of expectations that help individuals connect during physical activity.	**KMSD 3.1** Fair play informs decisions that support positive relationships.	Explore what fair play looks like during a variety of physical activities.		**Elders' Memories:** ***We learned from our parents about the importance of taking turns, following rules, and not cheating. Being labeled as "sneaky" was not good.***
LEARNING OUTCOME **KMSD 3 Children explore fair play through a variety of physical activities.**				
Fair play includes honesty, respect, and goodwill to others.	**KMSD 3.2** Fair play ensures fairness of the physical activity.	Demonstrate respect for others during physical activity.	**Tipi Teachings: Pole 2 - Respect**	

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ORGANIZING IDEA **Character Development (CD): Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.**				
GUIDING QUESTION **How can personal characteristics influence feelings and emotions?**				
LEARNING OUTCOME **KCD 1 Children describe personal characteristics and explore feelings and emotions.**				
Personal characteristics are features or qualities belonging to a person and can contribute to how an individual views themself (self-image). Personal characteristics include • strengths • talents • virtues	**KCD 1.1** Personal characteristics can represent individuals in place and time.	Identify how characteristics can be unique or shared. Identify personal characteristics.	**Tipi Teachings Series: Each pole teaches us a different aspect of character and life and can be used to support character development KUSPs.** **Trickster Stories: Select from and use these stories and legends to support character development KUSPs.**	
LEARNING OUTCOME **KCD 1 Children describe personal characteristics and explore feelings and emotions.**				
Expression of feelings and emotions can be • physical • artistic • verbal • written	**KCD 1.2** Feelings can be personal or shared with others that are trustworthy. Feelings and emotions can be identified, expressed, and described.	Express feelings in a variety of ways.		
LEARNING OUTCOME **KCD 1 Children describe personal characteristics and explore feelings and emotions.**				
Individuals experience feelings differently. People can experience a range of feelings and emotions, such as • happiness • sadness • surprise	**KCD 1.3** All people experience feelings and emotions.	Recognize that feelings and emotions are part of the human experience.	Tipi Teachings Series	**Elders' Memories:** ***We were taught to know what we could control and what we couldn't. Kiyam - let it be, let it go, it's okay.***

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LEARNING OUTCOME **KCD 1 Children describe personal characteristics and explore feelings and emotions.**				
Individuals can develop strategies to respond to feelings and emotions, such as by • taking a break • changing activity or location • asking for support Support for feelings and emotions can come from a variety of sources, such as • parents • family • teachers • school counsellors • spiritual leaders • Elders • Knowledge Keepers	**KCD 1.4** Feelings and emotions are connected and can change over time.	Identify strategies to recognize and respond to feelings and emotions in a variety of situations.	Elders' Voices **(13 videos)**	
ORGANIZING IDEA **Safety (S): A lifetime of optimal well-being is supported by prioritizing health and safety.**				
GUIDING QUESTION **What might boundaries look like in different situations?**				
LEARNING OUTCOME **KS 1 Children recognize boundaries in various situations.**				
Boundaries in designated play or workspaces include • rules • symbols • signs • digital safety (digital citizenship)	**KS 1.1** Boundaries are guidelines that help to keep people safe.	Describe personal, physical, and visual boundaries found in familiar contexts.	Tipi Teachings Series**: Videos in this series can be used to support safety KUSPs.**	

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LEARNING OUTCOME **KS 1 Children recognize boundaries in various situations.**				
Permission can be communicated verbally by using the word "yes." Refusal can be communicated verbally by using the word "no." Refusal can be communicated verbally and non-verbally. A variety of phrases can be used to request permission, such as • "May I?" • "Can I, please?" • "Is it okay?"	**KS 1.2** Personal boundaries can be established through permission and refusal.	Indicate permission verbally in a variety of contexts. Indicate refusal verbally and non-verbally in a variety of contexts.		
LEARNING OUTCOME **KS 1 Children recognize boundaries in various situations.**				
Personal boundaries can be communicated through words and actions.	**KS 1.3** Boundaries can be communicated to set expectations for how a person would like to be treated.	Identify how to communicate personal needs and expectations to others in various situations.		
ORGANIZING IDEA **Healthy Eating (HE): A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.**				
GUIDING QUESTION **Why is food necessary for life?**				
LEARNING OUTCOME **KHE 1 Children explore how food connects to daily life.**				
Food is what individuals eat or drink.	**KHE 1.1** Food provides energy that helps the body function and grow.	Explore a variety of foods that help the body grow.	**Tipi Teachings Series: Videos in this series teach about self-care and love before all else.**	

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LEARNING OUTCOME **KHE 1 Children explore how food connects to daily life.**				
Food can be obtained from markets, grocery stores, or directly from the land. Food from the land can be obtained directly in a variety of ways, such as • gardening • fishing • hunting • farming	**KHE 1.2** Food can be obtained from a variety of sources.	Identify the source and origin of a variety of 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)**	**Elders' Memories:** ***The majority of our food was harvested so the sources were known - harvesting meat, berries, medicines.***
ORGANIZING IDEA **Healthy Relationships (HR): Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.**				
GUIDING QUESTION **What are healthy relationships?**				
LEARNING OUTCOME **KHR 1 Children examine healthy relationships in learning and playing environments.**				
Healthy relationships can be based on • shared experiences • shared interests • kindness and mutual respect Friendship is a type of relationship. A person can be connected to • another person • the land • animals • a place	**KHR 1.1** Relationship is a feeling of being connected. **KHR 1.1** Relationships can be made in learning and playing environments. **KHR 1.1** Friendships are unique connections between people.	Describe ways people develop healthy relationships with other people, the land, animals, places, or objects. Define and practise friendship.	Stories and Legends Series**: These stories and legends can be used to explore relationships with other people, the land, animals, places, or objects.** Trickster Stories	

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LEARNING OUTCOME **KHR 1 Children examine healthy relationships in learning and playing environments.**				
Healthy relationships can lead to a broad range of feelings. Healthy relationships can result in experiences of feeling loved, respected, cared for, and valued.	**KHR 1.2** Healthy relationships support social-emotional well-being.	Discuss the impact healthy relationships have on personal feelings.	Sharing and Talking Circles	
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 unique and individual?**				
LEARNING OUTCOME **KGD 1 Children identify physical growth.**				
Physical growth is a process that can be observed.	**KGD 1.1** Physical growth is different for everyone.	Recognize that physical growth is different for everyone.	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 **KGD 1 Children identify physical growth.**				
Growth involves changes in an individual's body.	**KGD 1.2** Bodies are special and unique.	Describe physical changes in the body since birth.		

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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 **KFL 1 Children explore money.**				
Canadian money comes in many forms, such as • coins • bills Canadian coins and bills come in different denominations, such as • loonies • toonies • $5 • $10 Canadian coins and bills have different features, such as • colour • number • images • size	**KFL 1.1** Money has unique features to represent its value.	Explore the value of Canadian coins and bills. Identify features of Canadian coins and bills.		

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