Developing a comprehensive repertoire of movement skills and strategies, along with the opportunities to become fluent, efficient and skilful movers, builds the motivation, confidence and competence to be active for life.

**Guiding Questions**

- Why is the development of movement skills essential during early childhood?
- How might a love for movement be developed?
- How can confidence and competence be developed in order to better move our bodies?
- How might effective movement patterns and sequences be developed?
- How is the development of a variety of movement skills and strategies related to a range of physical activities and environments essential during childhood?
- How should the refinement of movement skills and strategies occur across various activities?
- How can individuals use creative and critical thinking to generate solutions to movement and strategic challenges?
- How can the feedback of others be used to make meaningful improvements in a variety of movement and strategic contexts?
- How can the transfer of skills, knowledge and understanding of movement across various activities facilitate personal success?
- How can individuals become proficient and confident movers across a variety of activities and in a variety of physically challenging situations?
- How can individuals leverage their own strengths and the strengths of others to facilitate greater success in a variety of movement contexts?
- How might individuals continue their journey in becoming more competent and confident movers over their lifespans?

**Possible Concepts and Procedures**

- Locomotor (transport) skills
- Manipulation skills (object control)
- Exploring spatial awareness
- Body awareness
- Relationships to objects
- Relationships to people
- Moving at different speeds, levels, directions and pathways
- Moving to different rhythms
- Varieties of movement
- Manipulation skills (object control)
- Exploring spatial awareness
- Body awareness
- Relationships to objects
- Relationships to people
- Moving at different speeds, levels, directions and pathways
- Moving to different rhythms
- Varieties of movement

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## Guiding Questions

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<td>moving to different rhythms</td>
<td>responding to stimuli</td>
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<td>rules of play</td>
<td>diverse environments</td>
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<td>factors influencing personal skill development</td>
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<td>practising body control</td>
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<td>movement principles</td>
<td>demonstrating and performing movement skills</td>
<td>selecting movement skills for particular physical activities</td>
<td>designing movement patterns and sequences</td>
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<td>factors influencing skill development of self and of others</td>
<td>evaluating of self and others in a variety of physical activities</td>
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<td>rules of play</td>
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<td>demonstrating, applying and modifying movement skills</td>
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## Possible Concepts and Procedures

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<tr>
<td><strong>individual, partner and small group activities</strong></td>
<td>strategies that support movement experiences</td>
<td>physical vocabulary that describes movement concepts</td>
<td>rules of various physical activities</td>
<td>movement strategies</td>
<td>tactics</td>
<td>rules of various physical activities</td>
<td>reasons for rules</td>
<td>offensive and defensive strategies</td>
<td>rules, procedures and scoring systems to increase participation</td>
<td>movement strategies</td>
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<td><strong>tactics of play across activity contexts</strong></td>
<td>following rules</td>
<td>game play</td>
<td>different components of activities</td>
<td>strategies of movement strategies</td>
<td>tactics during game play</td>
<td>movement challenges</td>
<td>movement strategies</td>
<td>phases of movement: preparation, execution and follow-through</td>
<td>rules, procedures and scoring systems to increase participation</td>
<td>tactical approaches to physical activity</td>
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**DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence**

2
## DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
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<tr>
<td><strong>Introduction of movement vocabulary</strong></td>
<td>▪ <strong>Physical activities</strong></td>
<td>▪ <strong>Identifying rules and tactics</strong></td>
<td>▪ <strong>Movement vocabulary used for selected physical activities</strong></td>
<td>▪ <strong>Movement examining terminology and rules of selected games and activities</strong></td>
<td>▪ <strong>Game play</strong></td>
<td>▪ <strong>Movement strategies to game play</strong></td>
<td>▪ <strong>Movement strategies of tactics</strong></td>
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<td>▪ <strong>Applying rules and strategies of movement</strong></td>
<td>▪ <strong>Creating rules and strategies of movement</strong></td>
<td>▪ <strong>Facilitating individual and group success</strong></td>
<td>▪ <strong>Tactical plans</strong></td>
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<td>▪ <strong>Group/team success</strong></td>
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## Essential Understanding

**Guiding Questions**

What changes can happen to the body when engaged in physical activity?

What role can physical activity play in contributing to personal well-being?

How can physical activity in the outdoors contribute to personal well-being?

What role can physical activity play in diverse cultures?

How can transportation play a role in overall health and well-being?

How can an appreciation of physical activity from a variety of cultures increase community connections and develop relationships?

How can goals improve physical performance?

What can be done to enhance safe practices that promote enjoyable physical activity?

How can participation in various physical activities promote an appreciation for diverse cultures?

How can individuals be physically active in a variety of environments, and why is this important?

How can culture and history affect participation in lifelong physical activity?

Why is it important to develop holistic strategies to be physically active?

How can participating in daily physical activities help individuals now and in the future?

## Possible Concepts and Procedures

- **Practices that promote physical health**
- **Benefits of regular physical activity**
- **Culturally**

- **Ways to be active**
- **Activity readiness**
- **Intensity levels of selected physical**

- **Factors contributing to positive experiences in a variety of physical activities**
- **Backers to being physically active**
- **Removal of barriers to being**

- **Activities from a variety of cultures, including those of Francophone cultures**
- **Involvement in daily physical activities**
- **Maintenance and enhancement of health**

- **Involvement in daily physical activities**
- **Maintenance and enhancement of health**
- **Monitoring exertion levels in physical activities**

- **Strategies to maintain lifelong participation in a variety of physical activities**
- **Various ways of self-monitoring during exercise**
- **Impact of physical activities on health and well-being**

- **Involvement in daily physical activities**
- **Preparing, planning, and organizing activity**

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*DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence*
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<tr>
<td>diverse movement experiences</td>
<td>• active versus sedentary</td>
<td>• immediate effects of physical activity on the body and mind</td>
<td>• outdoor activities</td>
<td>• free play</td>
<td>• developing a joy of movement</td>
<td>• involvement in daily physical activity</td>
<td>• exploring daily physical activities</td>
<td>• factors that motivate and challenge involvement in physical activity</td>
<td>• intercultural relationships through physical activity</td>
<td>• related fitness components</td>
<td>• movement challenges across activity contexts</td>
<td>• routines and plans</td>
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<td>• involvement in daily physical activity</td>
<td>• benefits of outdoor activities</td>
<td>• reasons to be involved in a variety of physical activities</td>
<td>• self-assessment after physical activity</td>
<td>• involvement in a variety of physical activities</td>
<td>• promoting the importance of daily physical activity</td>
<td>• demonstrating daily physical activity</td>
<td>• physical activity</td>
<td>• community connections through physical activity</td>
<td>• maintenance and enhancement of skill-related fitness components</td>
<td>• movement and enhancement of health-related fitness components</td>
<td>• well-being</td>
<td>• holistic benefits of lifelong physical activity</td>
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<td>• free play</td>
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<td>• understanding the importance of daily physical activity</td>
<td>• self-monitoring during a variety of physical activities</td>
<td>• promoting daily physical activity</td>
<td>• demonstrating daily physical activity</td>
<td>• joy of physical activity</td>
<td>• active transportation benefits of cultural and traditional activities</td>
<td>• movement skills through involvement in daily physical activities</td>
<td>• related fitness components</td>
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<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Possible Concepts and Procedures</th>
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</thead>
</table>
| Why is it important to monitor activity levels and sedentary behaviours? | • activity-permissive environments  
• behaviours that maximize personal safety  
• personally challenging activities  
• solutions to movement challenges  |
| Why is it important to be physically fit? | • introducing the elements of risky play (as age-appropriate): great heights, great speeds, being alone, dangerous tools, dangerous elements, rough-and-tumble play  
• sedentary behaviours  
• activity-permissive environments  
• personally challenging physical activities  |
| What does it mean to be physically fit? | • elements of risky play  
• role of adventurous play in personal health and well-being  
• setting goals related to physical activity  
• personal safety precautions in physical activities  
• safety of others in physical activities  |
| What is the most effective strategies to improve personal fitness? | • elements of risky play  
• minimizing environmental health risks  
• reasonable and rational risk for skill levels  
• injury prevention  
• balancing personal risk with personal challenge  |
| How can we apply safe practices to being physically active as part of a healthy lifestyle? | • elements of risky play  
• skills for specific activity environments  
• rules to increase safety of self and others  
• procedures to increase safety of self and others  
• scoring systems to increase safety of self and others  
• responding to emergency situations  |
| How can we apply safe practices to being physically active? | • elements of risky play  
• skills for specific activity environments  
• safe practices that promote a healthy, active lifestyle  
• rules to increase safety of self and others  
• procedures to increase safety of self and others  
• scoring systems to increase safety of self and others  
• responding to emergency situations  |
| Why do certain activities increase safety of self and others? | • elements of risky play  
• skills for specific activity environments  
• rules to increase safety of self and others  
• procedures to increase safety of self and others  
• scoring systems to increase safety of self and others  
• responding to emergency situations  |
| What strategies might be used to increase physical activity of others in communities? | • elements of risky play  
• resources to support responses to emergency situations  
• skills for specific activity environments  
• rules to increase safety of self and others  
• procedures to increase safety of self and others  
• scoring systems to increase safety of self and others  
• responding to emergency situations  |
| How is it important to reduce sedentary behaviours of self and others in communities? | • elements of risky play  
• school resources to support responses to emergency situations  
• community resources to support responses to emergency situations  
• safety skill development  
• strategies to implement safe practices  |

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<tr>
<th>Essential Understanding</th>
<th>Ongoing positive experiences in a variety of physical activities can nurture resilience, self-efficacy, stronger connections with others and healthy communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Questions</td>
<td>What can cooperation with others look like during physical activities? Why is the fostering of positive interactions important across physical activity contexts? What social factors can contribute to participation in physical activities? What strategies can be most effective to reach physical activity goals? Why is it important to demonstrate respect for self, equipment, peers and the environment while being involved in a variety of physical activities? How can individuals promote participation in physical activity among their friends and members of their family? How can leadership and teamwork be fostered effectively in a variety of physical activities? Why is it important to develop a strategic plan to resolve conflict with others across activity contexts and how do you develop a strategic plan? What strategies can be used to encourage others engaged in personally challenging activities to persist in the face of adversity? How can individuals influence peers to adopt and promote respectful and inclusive behaviours during a variety of physical activities? Why is it important to positively influence others in my community to engage in a variety of physical activities on a regular basis?</td>
</tr>
<tr>
<td>Possible Concepts and Procedures</td>
<td>• rules • procedures • safety • fair play • following instructions • safe practices • cooperative behaviours • group situations • communication skills in physical activities • modification of actions to ensure safety during physical activities • working together • safety during physical activities • equipment’s impact on safety • environmental impact on safety • safety • equipment’s impact on safety • environmental impact on safety • safety • rules • safety • environmental impact on safety • conflict • conflict resolution • role models • inclusive practices • rights and feelings of • conflict resolution • needs of others • encouraging others • supporting others • safe physical practices • conflict resolution • inclusive practices • leadership • inclusive practices • respect • conflict resolution • safe physical activities</td>
</tr>
</tbody>
</table>
### Possible Concepts

- cooperative behaviours
- working with others

### Resolution

- conflict resolution
- roles in physical activities
- activities that can promote safety

### Impact on Safety

- working together
- conflict resolution
- roles
- inclusive practices
- respect for self
- respect for equipment
- respect for peers

### Conflict Resolution

- roles
- inclusive practices
- cooperative skills
- respect for self
- respect for equipment
- respect for peers

### Wellness Education

- personal bests
- improving personal bests
- fair play
- respect
- people and organizations that can support participation in physical activities
- motivation to try new activities
- personal challenge
- persistence
- fitness-related versus health-related physical activities

### Personal Challenge

- effort and endearment to attain personal success
- working independently
- personal activity goals
- fair play

### Personal Success

- skill development
- new skills
- confidence
- personal fitness
- health and well-being
- involvement in physical activities
- personal activity goals
- fair play

### Physical and Social Environments

- supporting participation in physical activities
- persistence
- working independently
- confidence and purpose
- peer participation
- impacts of sedentary behaviour
- personal health and well-being
- fair play

### Physical and Social Environments

- supporting participation in physical activities
- persistence
- working independently
- confidence and purpose
- peer participation
- impacts of sedentary behaviour
- personal fitness
- personal health and well-being
- fair play

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### Guiding Questions

**Why is it important to try new challenges during physical activities alone or with friends?**

**How can resilience be developed through participation in regular physical activity?**

**Why is fair play an important concept in various games and activities?**

**Why is it important to accept a variety of roles and responsibilities during physical activities?**

**How can equipment and the environment affect the safety of self and others during physical activities?**

**Why is physical activity and sedentary behaviours important to personal health and well-being?**

**Why is it important to have strategies to respond appropriately when successful or unsuccessful in a variety of physical activities?**

**Why is it important to have strategies that encourage others to respond appropriately when successful or unsuccessful in a variety of physical activities?**

**How can self-monitoring strategies during physical activities in the community affect personal health and well-being?**

**How can strategies be applied to encourage others to participate and improve performance in physical activities in diverse environments?**

**Why is it important to promote ideas and strategies to develop a physical-activity plan for home, the school and the community?**
<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Guiding Questions</th>
<th>Possible Concepts and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing one’s own thoughts, feelings and actions can be developed through an awareness of strengths, weaknesses and interests to promote a healthy perception of self and a foundation for self-confidence.</td>
<td>Why is it important to understand a range of emotions?</td>
<td>basic emotions, behaviour, steps to personal goals, academic goals, self as a learner, personal strengths, areas for growth</td>
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<td></td>
<td>How can individuals begin to effectively communicate feelings?</td>
<td>abilities and accomplishments, personal goals, academic goals, likes and dislikes, needs and wants, recognition of emotions, communicating feelings, excitement for learning, curiosity in learning, confidence, seeking help, engagement as a learner</td>
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<td></td>
<td>How can areas for growth be developed?</td>
<td>skills and interests, communicating feelings, criteria to monitor goals, criteria to adjust goals, monitoring personal goals, monitoring academic learning goals, engagement as a learner, persistence as a learner, situations that evoke emotional responses</td>
</tr>
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<td></td>
<td>How can strengths, talents and assets be identified?</td>
<td>behaviour choices across activity and health-related contexts, reflecting on personal goals, reflecting on academic goals, personal reactions to emotions of others, benefits of personal strengths, interests, talents and assets, fact versus opinion</td>
</tr>
<tr>
<td></td>
<td>What factors can have an effect on behaviour?</td>
<td>interaction of community on thoughts, feelings and behaviours, communicating feelings, reflecting on personal goals, reflecting on academic goals, personal reactions to emotions of others, benefits of personal strengths, interests, talents and assets, fact versus opinion</td>
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<tr>
<td></td>
<td>How might strategies be used to support the achievement of personal goals?</td>
<td>implications of community on thoughts, feelings and behaviours, reflecting on personal goals, reflecting on academic goals, personal reactions to emotions of others, benefits of personal strengths, interests, talents and assets, fact versus opinion</td>
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<td></td>
<td>How might strategies be used to effectively fulfill personal responsibilities and obligations?</td>
<td>individuality, knowledge of self, self-reflection, personal strengths, personality traits, strengths and weaknesses, self-reflection, social assistance, emotional assistance, reactions to emotions of others, benefits of personal strengths, interests, talents and assets, fact versus opinion</td>
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<td></td>
<td>How can an individual further develop talents, assets and abilities?</td>
<td>self-advocacy, self-enhancement, self-preservation, self-reflection, personal strengths, personality traits, strengths and weaknesses, self-reflection, social assistance, emotional assistance, reactions to emotions of others, benefits of personal strengths, interests, talents and assets, fact versus opinion</td>
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<td></td>
<td>What supports are available for emotional assistance at school and in the community?</td>
<td>support systems, environmental responsibilities, civic responsibilities, democratic responsibilities, goals, skill acquisition, personal success, learning styles, inventory</td>
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<td></td>
<td>What can role can perseverance play in personal success?</td>
<td>factors that can help or hinder learning, personal strengths, personality traits, strengths and weaknesses, self-reflection, social assistance, emotional assistance, reactions to emotions of others, benefits of personal strengths, interests, talents and assets, fact versus opinion</td>
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<tr>
<td></td>
<td>What personal qualities can be developed for effectively dealing with challenging times in life?</td>
<td>self-efficacy, conformity versus non-conformity, self-efficacy, resilience, perseverance, self-awareness, positive impressions, strengths, talents, assets, areas for improvement, motivation, personal success, balance in life, refusal skills, positive people, positive actions, personal success, respect, recognition, positive self-talk</td>
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<td></td>
<td>What strategies can individuals use to become self-efficacious?</td>
<td>self-efficacy, mental health, brain functioning, mental health challenges, stigma, positive mental health, goal success versus failure, personal skills, perspectives about groups, perspectives of unfamiliar places, role models, support systems</td>
</tr>
</tbody>
</table>
## Essential Understanding

Effectively regulating one’s emotions, thoughts, and behaviours in different contexts promotes the ability to set and work towards personal and academic goals, which are important in maintaining a sense of well-being.

### Guiding Questions

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<td>Why is it important to plan carefully before taking a course of action?</td>
<td>What strategies can individuals use to calm down in a variety of situations?</td>
<td>How can practice and persistence influence personal success?</td>
<td>What supports and resources can help deal with changes associated with puberty?</td>
<td>Why is it important to reflect upon behaviour in a variety of contexts?</td>
<td>What strategies can be used to overcome obstacles when attempting to achieve personal goals?</td>
<td>What strategies can be used to mitigate negative stress?</td>
<td>What criteria can be used to assess personal stress levels?</td>
<td>What mindful practices can be used to promote positive coping strategies to manage stress?</td>
<td>Why is having organizational skills beneficial to all areas of life?</td>
<td>What strategies can be used to manage stress at different stages of life?</td>
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<td><strong>Possible Concepts and Procedures</strong></td>
<td>Calming strategies</td>
<td>Impulse control</td>
<td>Expression of feelings</td>
<td>Frustration tolerance</td>
<td>Planning and organization</td>
<td>Decision-making</td>
<td>Reflection</td>
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### Essential Understanding

Respecting, empathizing and valuing the experiences and perspectives of others informs individuals' understandings of their place within pluralistic communities.

### Guiding Questions

- In what ways can people be similar and different?
- Why is it important to understand how others are feeling?
- Why is it important to be empathetic?
- How can you support a group that is made up of diverse individuals to be effective?
- Why do different points of view matter?
- How can your behaviours affect others?
- How can considering the perspectives of others contribute to promoting empathy?
- Why is it important to recognize and accurately identify emotions in others and how these emotions are linked to behaviours?
- Why is it important to have a support network when transitioning to high school?
- What are the social factors that can influence success in high school?
- How can one's confidence and ability build an understanding of one's role in the community?
- Why is it important to value social and cultural diversity within the community?

### Possible Concepts and Procedures

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### Possible Concepts and Procedures

**Group play and activity skills**
- positive relationship development
- caring for peers
- conflict resolution
- exchanging information with others
- honesty and fairness
- solving problems
- behaviours affecting others
- constructive conflict resolution methods
- conflict resolution
- respectful listening
- interest in and appreciation for others
- constructive conflict resolution methods
- non-verbal communication cues
- impacts of changing behaviours
- respectful listening
- exchanging information with others
- accepting personal responsibility
- acceptance of all individuals' inclusion of others
- appropriate humour
- communication skills
- bullying mitigation strategies
- positive peer relationships
- recognizing individual behaviours
- constructive conflict-resolution methods
- cooperation
- respecting others
- appreciating and celebrating others
- constructive problem solving
- positive and negative relationships
- communication and social skills
- interpersonal conflict resolution and reconciliation
- establishing friendships
- keeping friends
- comforting techniques
- coping with stress
- celebration
- giving and receiving compliments
- causes and consequences of conflict
- diplomacy
- encouraging others
- questioning strategies
- reflective listening
- group conflict resolution and reconciliation
- encourage positive relationships
- leadership and followership
- communication strategies during conflicts
- cooperation and teamwork
- constructive conflict-resolution approaches
- interpersonal problem prevention, resolution and reconciliation
- encouraging and supporting others
- maintaining and developing positive interactions
- supporting others
- developing relationships
- establishing friendships
- appreciation of friendships
- kinship
- recognizing jealousies and insecurities
- encouraging and supporting others
- maintaining friendship strategies
- cooperation and sharing
- accepting rejection appropriately
- handling disagreements appropriately with others
- peer-mediation programs
- social courtesies
- mentor and internship opportunities
- interacting with ethnically diverse cultures
- peer pressure
- initiating and sustaining conversations
- developing relationships for personal and career goals
- mentorship
- personal support in relationships
- self-asserting
- connecting with other cultural groups
- being tactful in relationships

### Essential Understanding

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<td>What makes a situation safe or unsafe?</td>
<td>How can an individual's behaviour affect the health and safety of self and others?</td>
<td>What strategies can be used to build a positive learning community?</td>
<td>What criteria might be used to generate solutions to a variety of problems?</td>
<td>To what extent can other people influence an individual's decisions?</td>
<td>What strategies can be used to resolve a negative situation without conflict or retaliation?</td>
<td>What intervention strategies can be used to stop bullying?</td>
<td>What factors can influence the decision-making process?</td>
<td>What role can ethics play in the decision-making process?</td>
<td>How might current decisions shape future aspirations?</td>
<td>How can self-reflection positively influence the decision-making process?</td>
<td>What types of behaviours contribute to success when working with a partner, group or team?</td>
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<td>safe versus unsafe situations</td>
<td>uncomfortable situations</td>
<td>consequences versus rewards of actions</td>
<td>time allocation</td>
<td>rules and routines</td>
<td>school rules</td>
<td>unsafe and uncomfortable situations</td>
<td>asking for assistance</td>
<td>helping in the school or local community</td>
<td>daily schedule</td>
<td>factors that impede or advance goals</td>
<td>making</td>
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<td>• responses in unsafe situations</td>
<td>• appropriate versus inappropriate behaviours</td>
<td>• respectful behaviours</td>
<td>• caring behaviours</td>
<td>• individual roles in the classroom and school</td>
<td>• classroom rules</td>
<td>• classroom and school rules</td>
<td>• responsible decisions</td>
<td>• asking for assistance</td>
<td>•course of action when encountering bullying</td>
<td>• making evidence, arguments, claims and various beliefs</td>
<td>• mitigating risky behaviours</td>
<td>• social cues</td>
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<td>• pros and cons of solutions to a problem</td>
<td>• roles that contribute to personal and classroom well-being</td>
<td>• respect for property</td>
<td>• decision-making skills</td>
<td>• making an action plan to solve problems</td>
<td>• problem-solving</td>
<td>• seeking support to address bullying</td>
<td>• factors that affect time management</td>
<td>• understanding factors in decision making</td>
<td>• making a decision</td>
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<td>• mitigating risky behaviours</td>
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<td>• roles that contribute to personal and classroom well-being</td>
<td>• respect for community service</td>
<td>• determining priorities</td>
<td>• modifying action plans to solve problems</td>
<td>• decision-making</td>
<td>• behaviours that affect group management</td>
<td>• self-control skills</td>
<td>• appropriate solutions</td>
<td>• making a decision</td>
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<td>• health and activity decisions</td>
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<td>• unsafe versus safe situations</td>
<td>• self-control skills</td>
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<td>• making an action plan to solve problems</td>
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<td>• roles that contribute to personal and classroom well-being</td>
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<td>• determining priorities</td>
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<td>• roles that contribute to personal and classroom well-being</td>
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<td>• asking for help</td>
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<td>• taking feelings of others</td>
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<td>• responding to uncomfortable situations</td>
<td>• roles that contribute to personal and classroom well-being</td>
<td>• impact of others on decisions</td>
<td>• impact of others on decisions</td>
<td>• unsafe versus safe situations</td>
<td>• unsafe versus safe situations</td>
<td>• unsafe versus safe situations</td>
<td>• inappropriate emotions</td>
<td>• factors that affect time management</td>
<td>• solving problems</td>
<td>• responsible use of social media</td>
<td>• understanding factors in decision making</td>
</tr>
<tr>
<td>• appropriate choices</td>
<td>• appropriate choices</td>
<td>• roles that contribute to personal and classroom well-being</td>
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</tbody>
</table>

DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence
## DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Knowing one’s self and various facets of health and well-being can help to develop a balanced lifestyle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Questions</td>
<td>Why are personal health and safety important?</td>
</tr>
<tr>
<td>How can physical activity, food, sleep and personal habits affect health and well-being?</td>
<td>How do various body systems work together to help the body function efficiently and effectively?</td>
</tr>
<tr>
<td>How can personal habits affect overall health and well-being?</td>
<td>Why is it important to manage and embrace personal changes that occur to body and mind?</td>
</tr>
<tr>
<td>How can maintaining a healthy body image influence personal growth and well-being?</td>
<td>Why is it important to understand and manage the various changes and transitions that occur in growth and development during adolescence?</td>
</tr>
<tr>
<td>What factors can influence the achievement of personal goals?</td>
<td>How does sexual health influence my overall growth and development?</td>
</tr>
<tr>
<td>How can becoming a critical consumer of health information positively influence growth and development?</td>
<td>How might individuals assume ownership of and responsibility for their own health and well-being?</td>
</tr>
<tr>
<td>To what extent can proactive health practices allow individuals to develop and maintain a healthy lifestyle throughout their lives?</td>
<td></td>
</tr>
</tbody>
</table>

## Possible Concepts and Procedures

### Food for energy and nutrition
- Cultural and traditional foods
- Hygiene habits
- Safe and unsafe situations
- Safety symbols
- Hazards in the home
- Exploring occupations in the community

### Food consumption and physical activity
- Positive health habits
- Body systems

### Sharing hygiene products
- Prescription
- Non-prescription and traditional medicines
- Substance use and abuse

### Puberty and emotional and social impacts of personal change
- Responding to dangerous situations
- Exploring career pathways
- Tobacco use
- Social-emotional wellbeing

### Sex education and body image
- Cultural and traditional healing practices

### Personal identity development: positive self-image, self-esteem, gender identity
- Food fads and diets
- Communicable diseases
- Healthy eating strategies

### Substance use and abuse
- Substance use and abuse supports
- Abuse prevention

### Personal health
- Individual nutritional requirements
- Personal health practices
- Comprehensive personal health and wellness plan

### Comprehensive personal health and wellness plan
- Responsible sexual behaviour
- Media influence
- Effects and legal implications of harassment, violence and abuse
- Substance use and misuse and legal implications

### Why is it important to know about our bodies?

### How might individuals stay safe at home, at school and in the community?

### What might be the benefits of being proactive when planning for the safety of self and others?

### What factors can influence human growth and development?

### To what extent can the environment influence personal health and well-being?

### How might working towards a preferred future influence overall health and well-being?

### What skills and strategies can individuals use to keep themselves and others healthy and safe?

### How might substance use and abuse influence the healthy development of body and mind?

### How might improving the mental-health literacy of individuals positively impact the health of communities?

### How can establishing personal protective factors positively influence healthy growth and development?

### How are physical health and mental health interconnected?

### How might personal health practices change across the lifespan?

## Possible Concepts and Procedures

- Changes from birth
- Essential parts of the body
- Unsafe or abusive situations
- Germ transmission
- Oral hygiene
- Physical and emotional development
- Growth and development rates
- Environmental health habits
- Indigenous dietary needs
- Cultural and traditional
- Safety supports
- Work ethic
- Career choices
- Value of work
- Work skills
- Workplace safety
- Technology dangers
- Brain function
- Executive functioning
- Mental health
- Mental illness
- Substance use
- Stigma around mental illness
- Causes and recovery
- Resilience
- Personal and community protective factors
- Mental health and wellness disorders
- Mental illness recovery
- Short-term versus long-term substance use and misuse

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DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence
### Draft Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

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<tbody>
<tr>
<td></td>
<td>• seeking help</td>
<td>• self-image</td>
<td>• personal safety networks</td>
<td>• body characteristics</td>
<td>• dietary needs</td>
<td>• food allergies</td>
<td>• mental health supports</td>
<td>• and abuse</td>
<td>• personal safety</td>
<td>• injury reduction</td>
<td>• safety in the workplace</td>
<td>• dietary needs</td>
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</table>

### Essential Understanding

Leading a healthy lifestyle, developing our social and community networks, and improving our socioeconomic, cultural and environmental conditions can enhance our quality of life and the well-being of communities.

### Guiding Questions

**Why is it important to set personal boundaries?**

**What skills can help to form and manage various friendships?**

**Why is it important to recognize and celebrate the abilities, strengths and needs of others?**

**How can the ability to communicate effectively with others affect participation in social settings?**

**How can respect, empathy and valuing diversity positively influence relationships?**

**To what extent are the development and maintenance of safety practices important to the well-being of self and others?**

**What strategies can be used to build healthy relationships with family, peers and community members?**

**What roles can power, control, popularity and security play in relationships?**

**How can advocating for the health and well-being of others connect us to community?**

**What skills are needed to manage conflict, competition and changes in relationships?**

**What social, cultural and economic factors can influence the health behaviours of people in communities?**

**How can individuals promote accurate health information for themselves and others?**

### Possible Concepts and Procedures

- Making friends
- Setting personal boundaries
- Sources of help
- Being a good friend
- Setting personal boundaries
- Appreciation and celebration of friends and others
- Safety guidelines outside the class
- Building and enhancing friendships
- Bullying avoidance
- Safety behaviours in the local community
- Unique aspects of others
- Risk mitigation and decision making
- Safety of self and others
- Changes in friendships
- Building friendships
- Mindfulness and traditional healing practices
- Threat avoidance for personal safety
- Personal protective factors
- Building healthy relationships
- Social influences on alcohol consumption
- Mindfulness
- Emotional eating
- Forms of harassment
- Health information sources
- Recognizing violent behaviours
- Implications of substance use and abuse
- Food fads and diets
- Health, safety and well-being
- Social influences on substance use and abuse
- Relationships and intimacy
- Bullying and harassment
- Social influences on substance use and abuse
- Food safety risks
- Sexuality misconceptions
- Personal safety
- Health promotion in the school community
- Minimizing health and safety risks
- Addiction issues in communities
- Interrelated and interdependent aspects of well-being
- Life balance
- Stressful situation strategies
- Behaviours associated with risk to society
- False advertising of food products
- Sustainable food choices
- Health and well-being support systems for independence
- Bias and media portrayal of relationships
- Critical analysis of health information
### DRAFT Kindergarten to Grade 12 Wellness Education – Health and Physical Education Scope and Sequence

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</tr>
</thead>
<tbody>
<tr>
<td>Why is it important to understand positive and negative effects when making decisions?</td>
<td>How might wisdom influence our ability to make healthy choices?</td>
<td>How are we connected to the food we eat?</td>
<td>Why is it important to understand impacts of peers and the media on making healthy choices?</td>
<td>How might the environment have an impact on healthy eating?</td>
<td>How might individuals make the healthy choice an easy choice?</td>
<td>How can changes to the body influence personal well-being?</td>
<td>Why are community supports vital to promote health, safety and well-being?</td>
<td>What role do social and environmental factors play in making healthy living choices?</td>
<td>How can understanding the determinants and dimensions of health promote well-being for self and others?</td>
<td>What strategies are effective in providing support to others when health issues arise?</td>
<td>Why are connections to the community vital for promoting the well-being of self and others?</td>
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</tbody>
</table>

### Possible Concepts and Procedures
- safety in the home
- safety away from home
- potential safety hazards
- preventative measures
- eating well and feeling good
- positive attributes of food
- helpful and harmful substances
- safety behaviours in public places
- safe and unsafe substances
- safety rules
- unhealthy habits and healthy alternatives
- food as fuel
- fluid replenishment
- encouraging safety rules among others
- safety behaviour communication
- medications and healthy alternatives
- growing foods
- foods harvested locally and globally
- growing foods and the environment
- safe food handling
- tobacco use
- cultural protocols with tobacco
- support for others
- media influence on food consumption
- healthy eating in context
- influence of food on health
- healthy eating in many environments
- benefits of healthy eating
- values and beliefs that affect healthy choices
- food cues and activity cues
- rules and regulations about health and safety practices
- healthy relationships and puberty
- health information sources
- health concerns and communication
- community health resources
- health, safety and well-being strategies
- food safety principles
- food choices
- health, safety and well-being strategies
- personal and community safety laws and policies
- dimensions of health
- determinants of health
- risks of substance use and abuse
- supports for drug use
- health-related information and services
- current issues in food and nutrition
- personal safety and promotion in the school community
- social determinants of health

### Essential Understanding
Access to quality health information and various social and cultural factors have an impact on the personal choices that we make, which can influence the health and well-being of self and others.

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<tr>
<td>What constitutes a healthy choice?</td>
<td>How can nutrition influence personal health and well-being?</td>
<td>What can influence behaviours and decisions?</td>
<td>How can developing self-control positively affect the ability to make healthy choices?</td>
<td>How can personal choices affect others?</td>
<td>What strategies can be used to resist social pressures to engage in unhealthy or risky behaviours?</td>
<td>Why is it important to model healthy choices and behaviours?</td>
<td>How might effectively evaluating health-related information positively affect the health and well-being of self and others?</td>
<td>To what extent can the choices that individuals make affect communities?</td>
<td>Why is it critical to make responsible decisions when communicating online or in social situations?</td>
<td>What criteria can be used to determine the validity and reliability of health information?</td>
<td>What health behaviours can be practised to identify risks and reduce susceptibility or exposure to health threats before the onset of disease?</td>
<td>What skills are needed to be empathetic, inclusive and ethical throughout life?</td>
<td></td>
</tr>
</tbody>
</table>

### Possible Concepts and Procedures
- food choices
- caring behaviours and feelings
- nutritional food choices
- various Canadian food
- safety rules when using physical activity equipment
- safety behaviours in the local community
- healthy-eating information
- cultural and traditional
- media portrayal of body image
- sharing related
- analyzing convenient food choices
- tracking eating
- synthesizing nutrition and healthy eating information
- sexual decision making, including consent
- impact of food choices
- healthy eating plan
- shopping for groceries
- sexual-health misconceptions
- healthy food-choice factors
- proactive health
- eating habits over the lifespan
- healthy eating
### Guiding Questions

**Why is it important to make healthy choices?**

**How might an individual’s behaviour reflect personal choices?**

**How can evidence-informed Canadian food guides influence healthy food choices?**

**What do I need to know to make responsible decisions and healthy choices?**

**How can having ownership over personal choices influence personal development?**

**How can promoting healthy choices influence our community?**

**Why is it important to appreciate diverse cultures as part of a healthy lifestyle?**

**What factors can contribute to the development of positive body image?**

**How can analyzing health information contribute to effective decision making?**

**Why is positive mental health important to improve or maintain our quality of life?**

**How might critically analyzing health information from a variety of sources contribute to healthy choices?**

**What strategies might be used to develop and maintain positive relationships over the lifespan?**

### Possible Concepts and Procedures

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<td>• making choices guidelines</td>
<td>• media advertising effects on personal choices</td>
<td>• self-control</td>
<td>• practices of healthy eating</td>
<td>• hygienic health</td>
<td>• personal health habits</td>
<td>• food labels</td>
<td>• health problems related to food choices</td>
<td>• advice and</td>
<td>• personal sexual-health decision making</td>
<td>• social activity decision making</td>
<td>• physical well-being choices</td>
<td>• in different contexts</td>
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<tr>
<td>• Canadian food guidelines</td>
<td>• sharing behaviours</td>
<td>• peer pressure</td>
<td>• tobacco use and related decision-making processes, including cultural and traditional protocols</td>
<td>• bullying behaviours</td>
<td>• health</td>
<td>• consent and communication</td>
<td>• promotion of healthy eating</td>
<td>• personal safety habits</td>
<td>• hygiene and cleanliness</td>
<td>• sexual-health information</td>
<td>• physical well-being</td>
<td>• health information analysis</td>
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<td>• health messages related to decisions and behaviours</td>
<td>• various Canadian food guides</td>
<td>• hunger and thirst cues</td>
<td>• appreciation of water as a resource and for hydration</td>
<td>• personal choice influences</td>
<td>• appreciation of water as a resource and for hydration</td>
<td>• promoting health, safety and well-being</td>
<td>• promoting safe practices in community</td>
<td>• healthy-eating plan</td>
<td>• understanding food labels and nutritional facts</td>
<td>• substance use related to body image</td>
<td>• healthy relationships</td>
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<td>• responses to crisis situations</td>
<td>• sharing and physical activity behaviours</td>
<td>• various Canadian food guides</td>
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<td>• promoting health, safety and well-being</td>
<td>• promoting safe practices in community</td>
<td>• healthy-eating plan</td>
<td>• understanding food labels and nutritional facts</td>
<td>• hygiene in adolescence</td>
<td>• impact of bullying and harassment</td>
<td>• signs, methods and consequences of substance abuse</td>
<td>• reducing vulnerability to harassment, violence and abuse</td>
<td>• relationship stages</td>
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<tr>
<td>• factors influencing food choices</td>
<td>• sharing and physical activity behaviours</td>
<td>• hunger and thirst cues</td>
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