

Overall Expectations At a Glance

Strand A. Social-Emotional Learning Skills

Throughout Grade 6, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

- A1.** apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Strand B. Active Living

By the end of Grade 6, students will:

- B1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;
- B2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- B3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Strand C. Movement Competence

By the end of Grade 6, students will:

- C1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- C2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

Strand D. Healthy Living

By the end of Grade 6, students will:

- D1.** demonstrate an understanding of factors that contribute to healthy development;
- D2.** demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- D3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Strand A

Social-Emotional Learning Skills

This strand focuses on the development of students' social-emotional learning skills to foster their overall health and well-being, positive mental health, and ability to learn, build resilience, and thrive. In all grades of the health and physical education program, the learning related to this strand takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and it should be assessed and evaluated within these contexts.

OVERALL EXPECTATION

Throughout Grade 6, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

- A1.** apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

SPECIFIC EXPECTATIONS

Throughout Grade 6, students will, to the best of their ability:

Identification and Management of Emotions*

- A1.1** apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., **Active Living**: identify what they feel when participating in different activities – their energy level and level of engagement, for example – and describe how these feelings affect their enjoyment of the activities; **Movement Competence**: explain how their feelings differ when performing an activity that is fairly easy, such as stationary throwing and catching, and when doing something more challenging, such as throwing and catching a smaller object while on the move; **Healthy Living**: explain how feelings can impact eating habits and food choices and how a person's awareness of this impact can help them make healthier choices)

* To support program planning, many specific expectations in strands B, C, and D are tagged to indicate the social-emotional skills that can be integrated into teaching and learning associated with the expectation. The tags are given in square brackets after the expectation, and use the identifiers A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self, 1.6 Thinking.

Stress Management and Coping*

- A1.2** apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., **Active Living:** *explain why properly fitted helmets and well-secured straps on wheel-chairs allow them to participate in physical activities with a greater sense of safety, comfort, security, and confidence;* **Movement Competence:** *use tactical solutions to improve play or alleviate discomfort, such as adjusting pace or stride when running;* **Healthy Living:** *when preparing to babysit a younger child, explain the strategies they might use to manage any challenging situations that could arise*)

Positive Motivation and Perseverance*

- A1.3** apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (e.g., **Active Living:** *when faced with transportation challenges in a rural community, use creative solutions such as ride sharing to access recreational activities;* **Movement Competence:** *demonstrate awareness both of strengths and of skills that need more work, such as using their non-dominant hand or foot when working on retaining objects, then focus on ways to build on the strengths and to stretch the limits;* **Healthy Living:** *show understanding of how healthy eating habits contribute to raising energy levels and improving self-image*)

Healthy Relationships*

- A1.4** apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., **Active Living:** *use encouraging words to support other students when participating in physical activities; show respect for the decisions and calls of teammates when they are serving as referees;* **Movement Competence:** *contribute ideas when working in a group to accomplish a collaborative task;* **Healthy Living:** *show awareness of how best to help others by asking questions and then helping in the way the person prefers; describe how you can let someone know how you feel about them in both verbal and non-verbal ways*)

Self-Awareness and Sense of Identity*

- A1.5** apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., **Active Living:** *identify which of the factors known to motivate participation in physical activity in most people are the strongest motivators for them;* **Movement Competence:** *assess their awareness of the technique they are using when catching throws of different speeds – are*

*they remembering to move farther away when a ball is thrown hard and fast?; **Healthy Living:** reflect on how stereotypes affect their self-concept, and identify other factors, including acceptance by others, that influence their sense of themselves)*

Critical and Creative Thinking*

- A1.6** apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Active Living:** *describe the steps that should be taken when responding to minor injuries; **Movement Competence:** plan a variety of offensive and defensive tactics that could be used in different situations in striking/fielding games; **Healthy Living:** describe what can be done to challenge stereotypes and false assumptions, and to encourage respectful interaction, acceptance of differences, and inclusion of all people in social activities)*

Strand B

Active Living

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- B1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;
- B2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- B3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

B1. Active Participation

By the end of Grade 6, students will:

- B1.1** actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity, using time effectively, being open to new activities, displaying fair play by taking turns and sharing, listening to others, not blaming or taking advantage of others) [A1.3 Motivation, 1.5 Self]
- B1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate in activities in various sizes of groups and using various types of equipment, having a choice of activities, being able to take part in activities that are modified to suit their individual needs, being able to participate actively in a game or activity rather than having to sit it out, having a chance to take part in both team games and individual activities, experiencing pleasure in both the physical experiences and the aesthetic aspects of movement), as they participate in a wide

variety of individual and small-group activities and lead-up games [A1.1 Emotions, 1.3 Motivation, 1.4 Relationships]

Teacher prompt: “Involving everyone in the activity makes the activity more enjoyable for all. How can you ensure everyone is involved?”

Student:* “By playing in groups of four instead of groups of eight, everyone gets lots of turns. Our group adjusted the boundaries to make it easier for everyone to play.”

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Teacher prompt: “When your group creates its dance sequence, all of you have to agree about what you are going to do and participate fully. If someone doesn’t agree, you need to find ways to negotiate or compromise.”

- B1.3** describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities (e.g., *influence of friends, enthusiasm for the outdoors, a preference for either team or individual activities, encouragement from others, increased time with friends, availability and affordability of a program, enjoyment of healthy competition, influence of media role models*) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]

Teacher prompt: “How do the things that motivate you to be active affect what you choose to do?”

Students: “I really like being outdoors, so I will pick activities that give me a chance to be outside. There is a new hiking and outdoor activities club being started at lunch. None of my friends are joining, but I think it sounds interesting, and I might meet someone new.” “I am learning traditional dancing because I want to learn about something that has a connection to my culture.” “I love competing and I love team sports and activities. Lots of team sports, like soccer, are available in my community.” “I do not like team sports, but I do like being active with other people. I kayak with my aunt on the weekends and, whenever I can, I go to the skateboard park with my friends.”

* Throughout this curriculum, student responses often follow the teacher prompts. They are provided to illustrate content, and do not attempt to capture the speech patterns, syntax, or word choices typical of students in this grade.

B2. Physical Fitness

By the end of Grade 6, students will:

- B2.1** **Daily physical activity (DPA):** participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (*e.g., hiking, playing lead-up soccer, doing fitness circuits, doing aerobic routines, orienteering; walking to reduce heart rate after activity, holding stretches after running*) [A1.3 Motivation, 1.5 Self]

Teacher prompt: “After our vigorous activity during DPA, we will walk slowly as our heartbeats return to a resting rate. We will stretch when our muscles are warm. Why is it important to stretch when our muscles are warm, and what should we remember as we do our stretches?”

Student: “Stretching when our muscles are warm reduces the risk of injury. It is important to stretch after doing any physical activity. As we do our stretches, we need to hold each stretch at the point of tension or tightness, but not to the point of pain.”

- B2.2** explain how participation in physical activities affects personal health-related fitness (*e.g., muscular strength and endurance activities help tone and strengthen muscles, flexibility activities can help prevent injuries, cardiorespiratory activities can improve the immune system*) [A1.6 Thinking]

Teacher prompt: “According to the Canadian 24-Hour Movement Guidelines, young people should trade indoor time for outdoor time, limit sedentary behaviours, and increase physical activity. This includes limiting their recreational screen time to no more than two hours per day, and getting nine to eleven hours of uninterrupted sleep per night. The Canadian Physical Activity Guidelines for Youth recommend getting at least sixty minutes of moderate-to-vigorous physical activity during the day. This activity should include a combination of flexibility, strength, and endurance activities – both cardiorespiratory and muscular. What physical activities do you participate in on a regular basis, and how do they affect your physical and mental health?”

Student: “I go swimming once a week, I ride my bike or walk to school every day, and I play road hockey as often as I can after school. The walking, biking, swimming, and hockey all help my ‘cardio’, because they are activities that make my heart beat faster and make me breathe deeply. These activities also help to build my muscular endurance. They help with my flexibility too, but I probably need to do more work specifically on my flexibility and also on my muscular strength. As I develop my fitness I find I have more energy, I get sick less often, and I generally feel more positive and happier.”

- B2.3** assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) as they participate in various physical activities (*e.g., comparing how they feel before, during, and after an activity or simple fitness tasks*),

and monitor changes in their physical fitness over time (*e.g., comparing their personal results and physical activity participation over a period of time, such as the beginning, middle, and end of the school term*) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

Teacher prompt: “Can you give me examples of things that would be signs of fitness development over time?”

Students: “Holding myself in a front support or plank position has gotten easier from the beginning of the school year. I used to have to put my knees down after about ten seconds. I have been practising a lot and now I can hold a solid plank position for more than twenty seconds. I can tell that my core muscles are getting stronger.” “I felt a burning sensation again in my legs after doing the wall-sit, but it is not as difficult to hold as it was last month. I think my legs are getting stronger.” “I am working on being able to hold myself up out of my wheelchair for longer periods of time. My arms used to get very shaky, and I would just drop into the seat. I am getting stronger. I can hold myself for longer before I begin to shake.”

- B2.4** develop and implement plans of action based on both their assessments of their health-related components of fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and their interests, in order to achieve personal fitness goals (*e.g., improving cardiorespiratory fitness by doing activities that increase the heart rate in order to be able to walk or run faster or wheel a specified distance; enhancing flexibility by holding a stretch for a designated amount of time*) [A1.3 Motivation, 1.6 Thinking]

Teacher prompt: “You have identified which health-related component of fitness you are going to focus on for your fitness goal. What will you do to help achieve your goal?”

Students: “I want to work on my cardiorespiratory fitness so I can go around the school property five times without stopping. I know that I will have to build up to this goal gradually. I will start by running and taking walking breaks when I need to, but gradually I won’t need to take them as often.” “I want to be able to play in a wheelchair basketball league, but I know I need to develop my arm strength to be able to play for as long as I need to during a game. I plan to work on doing lifts from my chair to help develop my arm strength.” “Because of my muscular dystrophy, I have muscle weakness. I have an individualized fitness plan, which was developed by my health care team – my doctor, my occupational and physical therapists, and my teacher. My plan outlines the kinds of exercise and the movements I can do safely. I will work towards the goals in my plan at my own pace, and I’ll ask for support when I need it.”

B3. Safety

By the end of Grade 6, students will:

- B3.1** demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., *demonstrating personal responsibility and compliance with the school board’s concussion protocol; checking that equipment is in good working order; wearing an appropriate and properly fitting helmet* when taking part in activities such as bike riding, playing on community sports teams, tobogganing, snowboarding, downhill skiing, or skateboarding; helping someone adjust the straps on their wheelchair*) [A1.4 Relationships, 1.5 Self]

Teacher prompt: “What do you need to check to make sure your equipment is safe to use?”

Student: “I need to make sure the equipment fits and that it’s not broken. For example, if a bat is cracked, it shouldn’t be used.”

- B3.2** describe appropriate methods for treating minor injuries that may occur while participating in physical activity (e.g., *applying pressure and ice to reduce swelling, cleaning and bandaging minor cuts, applying pressure to reduce bleeding, treating injuries quickly so they do not become worse*) [A1.6 Thinking]

* It is important for students and parents to understand that helmets are designed primarily to prevent injury to the skull and that there is no current evidence that they prevent concussion. Helmets do not stop the brain from moving within the skull.

Movement Competence: Skills, Concepts, and Strategies

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- C1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- C2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

SPECIFIC EXPECTATIONS

C1. Movement Skills and Concepts

By the end of Grade 6, students will:

- C1.1** perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance (*e.g., shift weight smoothly during hip hop dancing; perform twists and balances on a stability ball; with a partner, use resistance [pushing] and counter-tension [pulling] by shifting and adjusting their weight and position to create a stable partner balance; move smoothly from a downward dog pose in yoga to a standing pose*) [A1.4 Relationships, 1.5 Self]

Teacher prompt: “When creating a partner balance, how do you use your weight and your balance skills to create a stable balance?”

Student: “My partner and I experiment with leaning backwards and forward to find the spot where we feel most balanced and secure. We sometimes need to change where our feet are positioned or how close we are to the ground to find a position where we feel stable. Just like when we are balancing on our own, keeping low to the ground, using a wide base of support, and keeping our muscles tight are things that help to make the balance more stable.”

- C1.2** perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment (*e.g., wheel their wheelchair around objects and at different speeds in a fitness circuit; create a developmental gymnastics sequence with a partner that uses a range of movements and shows changes in speed, level, and formation*) [A1.4 Relationships, 1.5 Self]

Teacher prompt: “When creating your sequence to the music using a hula hoop, consider how to use your hula hoop in different ways – spinning it, tossing it to a partner, rolling it in different directions. Consider also how you move your body through, around, over and under the hoop, changing your own speed in relation to the movement of the hoop.”

- C1.3** send and receive a variety of objects (*e.g., rubber chickens, rings, beanbags, soft foam balls, discs, tennis balls, utility balls*), adjusting for speed and distance, while applying basic principles of movement (*e.g., use different amounts of force to send an object to a teammate, with an awareness of the weight of the object thrown and the force of its impact when the teammate receives it, depending on relative positions and type of object being thrown, batted, or kicked; send an object through a hoop, into a bucket, to a target on a wall, to a specific spot on the other side of a net, to a partner; bend knees, keeping arms out and head up in a ready position to prepare to receive an object; use the body to absorb an object that is sent with greater force; follow through in the direction of the target to improve aim and accuracy*) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Teacher prompt: “Make sure you communicate clearly with your partner so you both know how comfortable you are with sending and receiving different amounts of force. Once you are comfortable throwing and catching an object with a partner when you are stationary, try sending the object so your partner needs to move to catch it. After that, try sending and receiving it when both people are moving.”

- C1.4** retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment (*e.g., run a “down and out” pattern, catch the football, then use “dekes” [deceptive manoeuvres, typically involving changes in direction] to retain the ball; stickhandle a felt disc slowly and then quickly while keeping their head up*) [A1.3 Motivation, 1.4 Relationships, 1.5 Self]

Teacher prompt: “Experiment with how you need to cradle the ball with the lacrosse stick as you run quickly, slowly, forwards, backwards, change direction, and spin around.”

C2. Movement Strategies

By the end of Grade 6, students will:

- C2.1** demonstrate an understanding of the basic components of physical activities (e.g., *movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a variety of physical activities (e.g., *lead-up games such as four-on-four rubber-chicken keep-away, basketball shooting games, and two-base softball; recreational activities such as mini-triathlons, hiking, skipping rope, and cooperative games; fitness activities such as t'ai chi, activities with exercise bands and exercise balls, and personal fitness challenges; dance activities such as cultural dance, creative movement, and jazz steps*) [A1.5 Self, 1.6 Thinking]

Teacher prompt: “How can you apply basic dance steps like a grapevine or a step-touch in different dances and other activities?”

Student: “The grapevine step – step-behind-step-touch – or a simple step-touch is used in many folk dances. Those same movements are used in jazz and hip hop moves, and you can use them in your own creative dances. You can make the steps look different by changing the way you move or adding arm movements. The same kind of footwork as a grapevine step, without stepping behind, is used when playing basketball or badminton as you shuffle or slide sideways.”

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Teacher prompt: “What movement skills and concepts do you use when you are playing a game like beach ball volleyball?”

Student: “You use skills like sending and receiving in control, getting under the ball to send it upwards, and using different amounts of force. You have to be able to move quickly to different positions on the court to hit the beach ball into an open space.”

- C2.2** describe common features of specific categories of physical activities (e.g., *individual, target, net/wall, striking/fielding, territory*), and describe strategies that they found effective while participating in a variety of physical activities in different categories [A1.6 Thinking]

Teacher prompt: “Striking/fielding games such as cricket, softball, lob ball, three-pitch, stickball, kickball, soccer baseball, and beep baseball all involve striking, running, retrieving an object, and returning it. Runners hit, kick, or throw an object, then score runs by running around a designated area or areas, usually called bases. Fielders work to retrieve the object quickly and return it to stop the runner. What strategies might be common to all of these activities?”

Student: “In all of these games, sending the object away from the fielders can help you score more runs. You need to watch the position of the ball, think about how far you have to run, and think about how fast you can run in order to plan when it is safe

to run from base to base. Fielders need to be ready to retrieve the object quickly and work together to try to stop the runner.”

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Teacher prompt: “Consider what is similar about activities like fencing, t’ai chi, yoga, karate, kendo, qigong, and Pilates. What strategies might you use to improve your performance in all of these activities?”

Student: “Some of these activities are martial arts and were originally about defending yourself. With most of these activities, body form, control, breathing, flexibility, and alignment are important. There is a mind-body connection in these activities, and they require focus and concentration. To improve in these activities, I would need to work on overall fitness, core strength, and flexibility. Developing better control of my breathing would be an important strategy for improving my concentration and control of my movements.”

- C2.3** apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., **individual activities:** find a comfortable pace when running, wheeling a wheelchair, or speed-walking; work with a partner to develop different ways of using an exercise ball to improve core strength; **target activities:** in a game like bocce, hit opponents’ balls out of the way in order to make space for their own ball closer to the target; **net/wall activities:** assume a position of readiness to move to receive an object; practise sending the ball to specific parts of the opposite court; **striking/fielding activities:** throw the ball promptly to teammates after retrieving it to stop opponents from scoring; **territory activities:** defend territory by anticipating an opponent’s actions; bounce a utility ball at different heights to keep it from an opponent in a keep-away game; throw a disc to a stationary partner, then move down the field to receive a return pass) [A1.2 Coping, 1.4 Relationships, 1.6 Thinking]*

Teacher prompt: “When you are running, how do you find and maintain a steady, comfortable pace?”

Student: “Finding a comfortable pace takes practice. I try different paces and pay attention to how I feel. Running with a partner who likes to run at the same speed is sometimes a good way to maintain a steady pace.”

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* Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. However, the focus of social-emotional learning skill development shifts with the student’s stage of development, and this shift may be evident in the context of applying tactical solutions. Students in Grades 1–3 may be focusing on identifying and managing emotions and learning about themselves; students in Grades 4–6 may be ready to strengthen skills for interacting with others, persevering, and coping with challenges (e.g., giving encouraging feedback to others, asking clarifying questions when planning the next move with teammates); and students in Grades 7 and 8 may be prepared to focus on deepening thinking skills and their understanding of themselves and others.

Teacher prompt: “How do you, as a team, stop an opponent from scoring in a striking/fielding game?”

Student: “In striking/fielding games, we can stop opponents from scoring by spreading out in the field to cover the space effectively and working together to field the ball quickly, using a relay person to throw the ball in from the outfield so our team can quickly tag the base.”



Teacher prompt: “Why is it important to create space by spreading out around the playing area for your team in territory games?”

Student: “In territory games, creating space gives your team clearer paths to pass the object and move it up the field or the gym towards the goal.”

Strand D

Healthy Living

Instruction should focus on the overall expectation (D1, D2, D3 in the chart below) and should, where possible, be planned to illustrate connections across topics (listed in column 1) in an integrated way. The chart provides a brief summary of topics to support learning about health concepts, making healthy choices, and making connections for healthy living.

HEALTHY LIVING LEARNING SUMMARY BY TOPIC FOR GRADE 6

Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Healthy Eating		D2.1 Influences on healthy eating D2.2 Eating cues and guidelines	D3.1 Benefits of healthy eating / active living
Personal Safety and Injury Prevention	D1.1 Benefits of inclusion, respect, and acceptance	D2.3 Safe and positive social interaction, conflict management	D3.2 Responsibilities, risks – care for self and others, safety practices
Substance Use, Addictions, and Related Behaviours	D1.2 Effects of cannabis, drugs	D2.4 Strategies, safe choices, influences, alcohol, tobacco, cannabis	
Human Development and Sexual Health	D1.3 Sexually explicit media	D2.5 Understanding of puberty changes, healthy relationships D2.6 Decision making, consent	D3.3 Stereotypes and assumptions – impacts and strategies for responding
Mental Health Literacy	D1.4 Seeking help – professional helpers D1.5 Connecting thoughts, emotions, and actions		

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- D1. demonstrate an understanding of factors that contribute to healthy development;**
- D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;**
- D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.**

SPECIFIC EXPECTATIONS

D1. Understanding Health Concepts

By the end of Grade 6, students will:

Personal Safety and Injury Prevention

- D1.1** demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Teacher prompt: “What are some ways we can make our classroom and our school welcoming and accepting of everyone?”

Students: “We can get to know each other better and not make assumptions based on what we think we know.” “We take turns and listen respectfully to each other. We don’t interrupt.” “To remove barriers, our school has an elevator to make sure students can get around easily if they cannot take the stairs.” “When we are working in groups, the teacher makes sure that everyone has a chance to partner with others.” “Everyone has someone to play with, or talk to at recess, if they want.” “We read books and use materials in class that describe various types of families and relationships. We know that not everyone has a mother and a father – someone might have two mothers or two fathers (or just one parent or a grandparent, a caregiver, or a guardian). Reading books and using materials that show this can make everyone feel included.”

Teacher: “Why is it important to be inclusive?”

Student: “Feeling like you don’t belong in class, at school, or in society can have a major impact on your mental health and well-being. When I feel included and welcome at school, I am more self-confident and better able to value myself and others. I enjoy going to school every day, I am motivated to do my best, I like supporting my classmates, and I feel like I have something to offer. Everyone wants to feel that way. We learn more about one another when everyone feels confident enough to share their experiences, and when we recognize that what makes each of us unique, what we have in common, and our different perspectives are valuable.”

Substance Use, Addictions, and Related Behaviours

- D1.2** describe the range of effects associated with using cannabis, other drugs (*e.g., prescription medications such as opioids; illicit opioids such as heroin, crack, cocaine, Ecstasy, crystal methamphetamine*), and intoxicating substances (*e.g., gas, glue*) [A1.6 Thinking]

Teacher prompt: “Different types of psychoactive drugs can have very different effects on you, depending on whether they are stimulants, depressants, hallucinogens, or any

of the various drugs prescribed to treat a mental illness. Cannabis is a psychoactive substance. The effect of cannabis on your body depends on a number of things: how much you use, how often and how long you use it, how you consume it [smoke, vape, drink, eat, or other], your mood and existing mental health, your environment, your age, whether you've taken other drugs, and your medical condition and history. What are some possible effects of using cannabis?"

Student: "Cannabis can change the way you see and feel things – distances can seem shorter or longer than they really are, and things that are serious can seem funny. Larger amounts can lead to feelings of losing control, panic, or confusion. Physical effects include red eyes, dry mouth, a higher heart rate, and a feeling of hunger. Using cannabis often and over the long term can lead to being physically dependent on it, and it can also have adverse effects on brain development and mental health. After people stop using cannabis, they can experience withdrawal symptoms, which can include feeling irritable, anxious, or nauseated, not having an appetite, or not being able to sleep well."

Teacher: "How can these effects of cannabis influence a person's life?"

Student: "They can affect both your mental and physical health and your relationships as well. Cannabis can affect your performance at school because it makes it harder to concentrate. It can contribute to behaviours like withdrawing from family and friends, and it can have an impact on your motivation to do things. Cannabis can be dangerous, especially if it's used with alcohol, because using alcohol and cannabis together increases impairment. It can affect your ability to drive safely. If you are pregnant, it can affect your baby. In Ontario, if you are under 19, cannabis can also get you into trouble with the law, because it is illegal to use, buy, possess, cultivate, or share recreational cannabis if you are underage. Cannabis is also used for some medical purposes, such as relieving nausea and stimulating appetite in patients who are living with cancer, AIDS, or other medical conditions, but medical cannabis is prescribed by a doctor or nurse practitioner. People should not use it to treat themselves."

Human Development and Sexual Health

- D1.3** demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography (*e.g., leads to a limited or distorted understanding of relationships; reinforces harmful gender norms; promotes an unrealistic or idealized body image*)

Teacher prompt: "Sexually explicit material is easily accessible and can be found in a variety of media, including social media, online games, music videos, movies, and pornography. This content can portray people and relationships in ways that are misleading and inaccurate, and can promote harmful gender stereotypes. It may not show people behaving with respect for themselves or their partners, or giving or respecting consent. What are some other ways in which viewing sexually explicit media can affect healthy development?"

Student: “In pornography, relationships are usually portrayed by actors, and they are not realistic. Unrealistic scenes are not models of healthy relationships, and they can affect people’s understanding of what respectful relationships look like, or should look like.”

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Teacher prompt: “If you have questions about something you see online, where can you get answers?”

Student: “I can talk with an adult I trust. It really matters to me to have someone I feel safe talking to answer my questions.”

Mental Health Literacy

- D1.4** identify people, resources, and services in the school and the community (e.g., *mental health and addiction workers, family members, social workers, psychologists, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities*) that can provide support when a person is dealing with mental health issues and choices or situations involving substance use and addictive behaviours, and describe how to access these supports [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]

Teacher prompt: “How can calling a telephone help line or speaking with an adult you trust provide support?”

Student: “Talking with someone about problems can help you look at things from different perspectives. Sometimes you need to get help to deal with stress and to cope.”

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Teacher prompt: “We’ve talked about people, resources, and places to go for help when someone is struggling with different issues such as substance use and addictions. Sometimes people experience overwhelming feelings that they are not able to manage on their own. When this happens, they may need to get help from a professional who is trained to provide specific types of support to those who are experiencing mental health problems or who have a diagnosed mental illness. What are some examples of professional supports in our school and community?”

Student: “Youth mental health workers from our local Friendship Centres, social workers, psychologists, counsellors, doctors, nurse practitioners, outreach workers.”

Teacher: “Sometimes it can be hard to know where to turn. You can start by talking to your family, your doctor, or a trusted adult at school or in the community, or by finding information online at Kids Help Phone or another reputable site. If you or someone you knew needed help and wanted to get connected to a professional, where would you start?”

Students: “I think I would feel most comfortable talking to an Elder or to the Indigenous youth outreach worker who works with our school community.” “I would talk to my basketball coach.”

- D1.5** demonstrate an understanding of the interconnections between a person’s thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health [A1.1 Emotions, 1.5 Self, 1.6 Thinking]

Teacher prompt: “Learning to take care of your mental health involves learning skills that are honed through practice and that develop over time. It is important to understand the connections between our thoughts, our feelings, and our behaviours and how they can interact and influence each other. In any given situation, our thoughts and feelings can impact our behaviour and how we respond. Let’s say, for example, that you overhear some friends talking about going to the park together. You haven’t been invited to join. Imagine how this scenario could play out – both with a positive outcome and with a less positive outcome.”

Student: “When you overhear this, your first thought might be, ‘Hey – why wasn’t I invited? They don’t like me.’ Your feelings could be hurt, and you might either withdraw and feel horrible or do something like talk about those friends in a negative way. Or, your first thought might be ‘Oh, great – we’re going to the park’ – you would just assume that you’re included. That thought would lead to feeling excited about going to the park after school, and you’d do it!”

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Teacher prompt: “What strategies can you use to counter negative thoughts so that you can better manage your feelings and actions – which, in most cases, will lead to a more positive outcome?”

Student: “My mom always says to me, ‘Assume positive intent’ – assume that the person means well by what they are saying or doing. I also do this thing called a ‘four-finger affirmation’. I tap each finger to my palm and say a word to myself for each finger. I say things like, ‘I-Can-Do-This’ or ‘It-Will-Be-Okay’.”

D2. Making Healthy Choices

By the end of Grade 6, students will:

Healthy Eating

- D2.1** apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (*e.g., allergies and sensitivities, likes and dislikes, feelings of stress, dental health, food availability, media influence, cultural influence of family and friends, school food and beverage policies, environmental impact, cost*) to develop personal guidelines for healthier eating [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.6 Thinking]

Teacher prompt: “How can a busy life lead to poor eating habits and food choices, and what can you do to eat better when you are busy?”

Student: “When you’re busy, it is easy to eat whatever is quick and convenient, which is not always healthy. To eat better, you have to fit your healthy eating goals into your lifestyle. If I prepare and bring a snack with me, I usually eat healthier food than if I grab something on my way. If I have to pick something up on the way, I try to make the healthiest choice from what is available. In our family, we eat meals together whenever we can. Many of my family’s traditional recipes are made from healthy food ingredients. When our family eats together, we eat healthier food and have time to enjoy the food and the company.”



Teacher prompt: “How do you handle emotional and social factors that could lead to poor eating habits or choices?”

Student: “I try to be aware of why I am eating. Sometimes I eat because I’m bored or lonely and have a treat to make me feel better or because the people I am with are eating. Sometimes I eat without thinking because I’m distracted. Sometimes, when I’m feeling sad or anxious, I might actually ignore my hunger signals and then I don’t eat enough. I make healthier choices when I’m feeling better. If I think about *why* I want to eat and whether I’m really hungry, I might sometimes decide to eat and other times not. I make better food choices when I’m with people who are also making healthy choices. Thinking about the situations where it’s easier to make healthy choices is useful for me. I also try to be aware of media messages about eating and know that what I am seeing and hearing may not always match up with healthy eating practices.”

- D2.2** apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink (*e.g., stage of development, growth spurts, level of physical activity, eating larger portions*) to develop personal guidelines for healthier eating [A1.1 Emotions, 1.5 Self, 1.6 Thinking]

Teacher prompt: “How do you feel if you wait until you are very hungry to eat? How does your body feel when you have eaten too much?”

Student: “When I’m very hungry, I get a lot more irritable and on-edge. I can’t concentrate well, my head and stomach may start to hurt, and sometimes I feel dizzy. Then, when I finally do eat, I eat quickly and I don’t really taste my food. Sometimes it’s harder to realize that I’m full and I may end up eating too much and feeling uncomfortable. I need to be aware of those things and try to eat when I’m hungry and stop when I’m full.”

Personal Safety and Injury Prevention

- D2.3** apply social-emotional learning skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Teacher prompt: “If you are in a situation where you find yourself feeling angry, what can you do to manage your anger? If you need help, who can you ask for help?”

Students: “I can take some deep breaths, walk away, and give myself some time and space to cool down. Doing something physical outdoors, like running, swimming, playing basketball, or biking, helps me. I can also consult my physical education teacher, who knows a lot of other strategies and can walk me through them. Once I am calmer, I can think about what made me angry and about whether there is anything I would like to do about it, like calmly explaining to someone that the way they treated me upset me. I can also think about what I can do to prevent the situation from happening again.” “If I see something online that I disagree with and feel angry about, I pause instead of responding right away. I need to take time to decide if I should respond, and how, because I know that whatever I post online lasts forever.”

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Teacher prompt: “When working in groups, what have you found helpful for making your group function well?”

Student: “Our group works best when we make sure everyone gets a turn to speak, if they want to; when we are clear about what everyone is supposed to do; and when we listen to each other and treat each other with respect. When we work together online, our group agrees on some ground rules for being respectful to one another.”

Teacher: “If someone does something online that you disagree with or that is intrusive, what can you do?”

Students: “I can stop whatever I’m doing online, and tell an adult about what’s happened. If the person I disagree with is a friend, I can also follow up with them in person to let them know that I disagree with their actions online.” “My family and I can investigate privacy tool options.”

Substance Use, Addictions, and Related Behaviours

- D2.4** use decision-making strategies and skills and an understanding of factors influencing drug use (e.g., personal values, peer pressure, media influence, curiosity, legal restrictions, cultural, religious, and spiritual teachings) to make safe personal choices about the use

of drugs such as alcohol, tobacco,* and cannabis, and about activities such as vaping, including the choice to abstain [A1.2 Coping, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Teacher prompt: “How can peers influence your decisions about using drugs, smoking, or vaping? How might you respond to those influences?”

Student: “Some peers may try to influence you to do drugs, or to start smoking or vaping, by saying it’s cool to do them, or sometimes you may just want to be part of a crowd that’s into those things. To avoid this kind of influence, you have to be strong as an individual, think about what you really want and what you value, and make up your own mind about things. Even if someone tells you ‘everyone is doing it’, your decisions are your own, and so are the consequences. But peers can be a positive influence too. Hanging out with friends who don’t use drugs and don’t smoke or vape can keep you from starting.”

Human Development and Sexual Health

- D2.5** describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (*e.g., **physical:** voice changes, skin changes, body growth; **social:** changing social relationships, increasing influence of peers; **emotional:** increased intensity of feelings, new interest in relationships, confusion and questions about changes*) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Teacher prompt: “By getting questions answered with factual information from reliable sources and understanding that questions and changes are ‘normal’, adolescents will be better equipped to understand themselves, relate to others, respond to challenges and changes in relationships, and build confidence. What are some questions that young people might have as changes happen during puberty and adolescence?”

Student: “Is how I am feeling normal? Why is my body different from everybody else’s? How do you tell someone you like them? Who can answer my questions about...?”



Teacher prompt: “Things like ejaculating when you are asleep (wet dreams) or experiencing vaginal lubrication are normal and happen as a result of physical changes that come with puberty. Exploring one’s body by touching or masturbating is something that many people do because it feels good. It is common and is not harmful and is one way of learning about your body.”

* This reference is to smoking commercial tobacco products. It does not refer to the ceremonial use of natural tobacco in First Nations and Métis cultures.

D2.6 make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (*e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings*) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Teacher prompt: “In many ways, dating or intimate relationships can be similar to other relationships, such as those with friends or family. Relationships we see online or in the media are not always accurate and can send false messages. What are some of the signs of a healthy relationship, and what are some signs of potential trouble? How can you help a friend who may be in an unhealthy relationship?”

Student: “In a healthy relationship, people show respect and care for each other. They try to communicate well and are honest with each other. When someone in a relationship is jealous, controlling, or abusive, or does anything that makes you feel uncomfortable, that is a sign of trouble. Sometimes a relationship can start out as healthy but then become unhealthy. If I saw this happening to a friend of mine, I would talk to them about what I’m noticing, listen to their response without judgement, and encourage them to seek help when needed. I would also try to get help for them from a parent or a teacher, or through a help line.”

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Teacher prompt: “How does knowing yourself help you to make healthy decisions when you are in a relationship?”

Student: “Being clear about your own values, priorities, strengths, boundaries, and needs can help you separate what is important to you from what is not. Knowing yourself well can help you see what you need to work on to make the relationship better.”

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Teacher prompt: “What communication skills can help you send information, receive information, and interpret information in an effective way in a relationship?”

Student: “Being respectful but clear about your ideas and feelings; listening actively; interpreting body language, tone of voice, and facial expressions; respecting signals of agreement or disagreement and consent or lack of consent – all these are important skills. A clear, specific, and enthusiastic ‘yes’ that is ongoing and given freely is a signal of consent. A response of ‘no’, an uncertain response, or silence needs to be understood as no consent. It is important to remember that a person can change their mind and say no at any time to something that they said yes to before.”

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Teacher prompt: “What social attitudes and behaviours are important in building a healthy relationship?”

Student: “It is important to have respect for others, show that you value differences, and be cooperative.”

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Teacher prompt: “What should you consider when making any decision regarding a relationship?”

Student: “My comfort level, my personal and family values, my personal limits, and the limits and comfort of others are some of the things I should consider.”

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Teacher prompt: “Changing or ending relationships can be difficult. What are some ways to deal positively with changing or ending relationships?”

Student: “Talk about how you feel with someone you trust. Think about what you can learn from the situation that you can apply in the future. Remember that although the hurt feelings can be very intense at the beginning, you will start feeling a little better over time. If you are the one ending the relationship, treat the other person with respect and empathy and consider how they may be feeling. Try to explain how you feel. Ending a relationship over the phone or online may not be a sensitive approach.”

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Teacher prompt: “Why might people decide to get married?”

Student: “Many religions and cultures place importance on marriage. Marriage can be a healthy and loving committed partnership between two people who respect each other. Many religions and cultures affirm and celebrate marriage and family life as a fulfilling aspect of human life.”

D3. Making Connections for Healthy Living

By the end of Grade 6, students will:

Healthy Eating

- D3.1** explain how healthy eating and active living work together to improve a person’s overall physical and mental health and well-being (*e.g., both provide more energy and contribute to improved self-concept and body image, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them*) and how the benefits of both can be promoted to others [A1.2 Coping, 1.3 Motivation, 1.5 Self, 1.6 Thinking]

Teacher prompt: “Why is healthy eating important for active living? How does active living affect the way we eat and the way our bodies use the food we eat?”

Student: “Eating healthy foods gives me the nutrients I need to be energetic and active. Healthy food and physical activity are both necessary to build stronger bones and muscles.”

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Teacher prompt: “How can you promote the benefits of healthy eating and active living at school?”

Student: “I can lead by example. I can be a role model for younger students at recess by having a healthy snack, like a piece of fruit, and playing an active game, like tag, instead of standing around.”

Personal Safety and Injury Prevention

- D3.2** recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, running errands for a senior relative or neighbour, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying, abuse) [A1.4 Relationships, 1.5 Self, 1.6 Thinking]

Teacher prompt: “What should you do to protect yourself before volunteering in the community?”

Student: “Have a parent or caregiver check to make sure the situation is safe.”

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Teacher prompt: “What are some ways in which you could help someone who has a physical disability?”

Student: “I could ask the person if they would like help and, if so, what kind of help. I could help someone who is blind or partially sighted by walking with them as a guide. I might be able to help a person in a wheelchair transfer to a chair, if I were given instructions about how to help.”

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Teacher prompt: “If you are preparing a meal for yourself or others, what are some things to be aware of to stay safe?”

Student: “Be cautious and handle all equipment carefully when preparing food and using appliances, sharp knives, or utensils. Keep young children away from sharp

knives, hot things, and other objects that could cause injury. Wash hands before and after working with food, and keep work surfaces clean.”

Human Development and Sexual Health

- D3.3** assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, culture, mental health, and abilities on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing harmful assumptions and stereotypes that can lead to destructive social attitudes including homophobia and racism [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Teacher prompt: “Assumptions are often made about what is ‘normal’ or expected for people based on their sex or gender – for example, men take out the garbage; nursing is a woman’s job; boys play soccer at recess and girls skip rope or stand around and talk; boys are good at weightlifting and girls are good at dancing. It is all right for people to be interested in things that are not associated with traditional gender roles, because each person is an individual who has their own interests. Assumptions based on traditional gender roles can make people who do not fit into the expected norms feel confused or bad about themselves, damaging their self-concept, and can lead them to stop doing the things they love. Such assumptions can also cause people to discriminate against and exclude those who are seen as ‘different’. Assumptions about sexual orientations, learning disabilities, mental illnesses, or cultural differences are harmful in similar ways, leading to homophobia and other prejudices based on fear, hatred, and mistrust. Everyone needs to feel accepted in school and in the community. Why do you think such stereotyped assumptions come about? What can be done to change or challenge them?”

Students: “Stereotypes are usually formed when we do not have enough information and we make assumptions. They can also come from widely held societal beliefs. One way we can start to address stereotypes is by finding out more about people. By being open-minded, observing and listening, asking questions, getting more information, and considering different perspectives, we can work to change stereotypes. We know that not all couples are male-female, and we show this by the words we use. For example, we could use a word like ‘partner’ instead of ‘husband’ or ‘wife’. We need to be inclusive and welcoming.” “If we have newcomers from another country in our class, we can try to find out more about them, their culture, and their interests.” “If we hear things that are sexist, homophobic, or racist, we can show our support for those who are being disrespected.” “If we hear someone using words like ‘crazy’ or ‘nuts’ to describe a person who has a mental illness, we can explain that having a mental illness is no different from having any other illness, and that we wouldn’t call someone names if they had any other illness.”

Overview of Grades 7 and 8

No longer children but not yet adults, adolescents are beginning to face life decisions that may have major consequences for them as well as others. Their lives are changing rapidly, and they need more advanced knowledge and skills to understand and cope with the changes they are experiencing and to make responsible decisions about their physical and mental health. As they grow into their adult selves, they have the opportunity to establish patterns of healthy, active living that will benefit them throughout their lives.

Student Development and Program Implications

Program design and delivery must take into account the physical, cognitive, social, and emotional development of students, as well as their sense of self, or spirit.* The following descriptions of the developmental characteristics of students in the intermediate grades are general in nature, and individual student characteristics will vary depending on the child's age, sex, gender identity, body size, experience, and background. Because the developmental characteristics and needs of students in these grades cover such a wide range, awareness of individual needs is critically important at this level.

Physical Domain

Students in the intermediate grades may still be going through a growth spurt. For females, the growth spurt tends to occur between the ages of 9 and 13 years, and for males, between 11 and 15 years. Thus, students may vary considerably in their physical development, and growth differences may still account for differences in physical abilities and skills. At this age, most gross and fine motor skills are developed. Students tend to be able to combine motor skills and have the ability to participate in modified or full versions of sports, activities, and dance. Students may also develop specialized skills related to specific activities that they have become interested in and may be ready to learn and practise performance-related components of fitness – agility, coordination, balance, speed, and power – that will help them in these activities.

It is important at this level not only to recognize the developing abilities and skills of the students but to continue to differentiate instruction and assessment to address students' individual needs. In particular, it is important to provide:

- opportunities for students to make their own choices of activities and equipment and ways of modifying these;

* For more information about child and youth development, see “Early Learning Framework Full Report” (for children from birth to 8 years of age); *On My Way: A Guide to Support Middle Years Child Development* (for children ages 6 to 12); and *Stepping Stones* (for youth, ages 12 to 25).

- opportunities for students to choose a level of participation that suits their stage of development and abilities;
- constructive feedback to guide students as they develop and refine their physical skills.

Cognitive Domain

Students in the intermediate grades are becoming capable of handling more complex thought processes. They are generally able to process and understand more complex instructions and strategies, although cognitive abilities will vary, and they generally have well-developed attention spans. Accompanying these expanding intellectual capacities is a greater understanding of their individual learning preferences. Some students may know that they learn best when given the opportunity to explore and discover on their own. Others may know that they learn best by collaborating with others or that they benefit from more direct guidance and supervision.

Programs for students in these grades should offer instructional activities that are personally relevant and meaningful. Students need to see themselves reflected in the curriculum. This underlies the importance of recognizing and including all students of all backgrounds and abilities. Programs should also offer students opportunities to make their own creative adaptations to activities in order to stimulate their thinking and create an optimal level of challenge, one that is neither too hard nor too easy and that is interesting for all participants.

Affective Domain

Students in the intermediate grades are in the process of forming their adult identities and consolidating their moral beliefs and values. They are very much influenced by the world around them, and especially by their peers, who are a major source of motivation. They are continuing to develop their interpersonal skills and generally enjoy participating in activities with their peers. Their responses to winning and losing vary individually but can be very emotional.

Programs for these students should provide opportunities for students to interact positively with their peers, to continue developing and improving their relationship skills, and to learn and apply concepts of equity, fair play, ethics, and social justice. Larger group activities should be introduced gradually. However, students should still have the opportunity to participate in individual activities and play in small groups in order to facilitate maximum participation and accommodate individual preferences and learning styles.

Sport and physical activity can be powerful socializing agents for adolescents. In some cases, they can also create environments of exclusion. Some adolescents move away from physical activity because of physical, social, and emotional changes or stresses at puberty. Adolescence is a key time for using the opportunities provided within health and physical education to reach and connect with youth and provide them with positive social, emotional, and physical experiences.

Focus of Learning in Health and Physical Education for the Intermediate Division

Social-Emotional Learning Skills

In the intermediate grades, there continues to be an emphasis on developing relationship skills. There is also a focus on recognizing and coping with stress and challenges in positive ways, to build resilience and an attitude of positive motivation; developing self-awareness and self-confidence in order to nurture a sense of identity and belonging; and applying critical and creative thinking skills in deeper and more complex ways. Students will have opportunities to practise processes for solving problems, setting goals, resolving conflicts, and making decisions. They will also continue to develop their awareness of emotions, intentions, and motivations as they communicate and interact with others.

Active Living Strand

Expectations in the intermediate grades consolidate and build on much of the work done in previous grades, adding new knowledge and extending the range of application to new situations. Students become acquainted with a greater range of opportunities and environments for physical activity. They also expand their knowledge of factors that motivate people to be physically active, including understanding connections between physical and mental health, and of ways to motivate others. Physical fitness activities in these grades continue to emphasize self-assessment, self-monitoring, and goal setting, but within the context of a more detailed understanding of fitness that includes factors affecting fitness and the application of training principles to the enhancement of both health-related and skill-related fitness. The safety expectations are expanded to take in the broader range of venues that older students are active in and the greater level of responsibility that they are capable of handling, including reducing the risk of injury such as concussion. In particular, students learn how to anticipate and protect themselves from outdoor hazards and how to respond to emergency situations.

Movement Competence Strand

As they continue their development of movement skills, students in the intermediate grades work on more complex combinations of stability and locomotor skills and their application in relation to stimuli (e.g., other students, equipment, music) in their immediate environment. The work on manipulation skills (throwing, catching, and retaining) emphasizes the use of these skills in combination and in relation to external stimuli in the playing area (e.g., other students, equipment, boundaries). They learn to apply their understanding of movement principles and the phases of movement to refining these skills and have multiple opportunities to explore previously learned movement concepts, with a particular emphasis on the concepts of effort and relationship. Their study of activity components, categories, and strategies expands to include: a wider range of activities and activity environments; the use of critical and creative thinking skills to reflect more deeply on how applying different tactics affects their participation in an activity; and an examination of similarities

and differences between various activities in terms of their rules and the skills and tactics they call for.

Healthy Living Strand

Students will continue to learn about the factors that contribute to healthy development and consider how that information connects to their personal health choices and to the health of others in the world around them. In the intermediate grades, they will focus on making connections between their own health and the physical and mental health and well-being of those around them.

Grade 7 and 8 students add to their knowledge of healthy eating practices and deepen their understanding of the relationship between eating patterns and disease, making healthier food choices, and promoting healthy eating to others.

The study of personal safety and injury prevention expands to include situations that students in these grades may encounter as they become more independent and active in a wider variety of situations and environments, including online and virtual environments. Students also consider the consequences of bullying, harassment, and violent behaviour, including gender-based and racially based violence, and examine ways of preventing or responding to it. In addition, they continue to learn about concussions, including strategies to support healthy recovery.

Expectations relating to substance use, addictions, and related behaviour introduce them to linkages with mental health and stress, expand their understanding of the personal and social consequences of addictions, and examine how concerns with body image, which are very prevalent at this age, can lead to problematic substance use.

The human development and sexual health expectations recognize that students at this age are developing their sense of personal identity, which includes their sexual identity. Students may already be involved in or contemplating sexual activity or dealing with relationship issues that affect their self-concept and sense of well-being. Consequently, there is an emphasis on developing the skills needed for maintaining healthy relationships, understanding the importance of consent, and acquiring the knowledge and skills needed to make informed decisions about their sexual health. Key topics include delaying sexual activity, preventing pregnancy and sexually transmitted and blood-borne infections, understanding how gender identity and sexual orientation affect overall identity and self-concept, and making decisions about sexual health and intimacy.

As part of developing mental health literacy, students learn to distinguish between mental health and mental illness and build awareness of the impact of stigma associated with mental illness. In preparation for the transitions that come with adolescence, students continue to build their “toolkit” of strategies for supporting mental health, including self-care strategies and an understanding of how to access additional help, if needed.