

Ontario Curriculum Alignment with Project 11 (Grades K-12)





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PROJECT 11





Kindergarten Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: New Friends	Friendship-promoting behaviours; making new friends; friendly/unfriendly actions	OE1-1.2 - Listen and respond to others, both verbally and non-verbally. OE1-1.3 - Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling). OE1-1.6 - Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. OE2-2.5 - Develop empathy for others, and acknowledge and respond to each other's feelings. OE3-3.1 - Act and talk with peers and adults by expressing and accepting positive messages. OE3-3.2 - Demonstrate the ability to take turns during activity and discussions (e.g., while engaged in play with others; in discussions with peers and adults). OE3-3.3 - Demonstrate an awareness of ways of making and keeping friends. OE6-6.0 - Demonstrate an awareness of their own health and well-being. OE6-6.5 - Discuss and demonstrate in play what makes them happy and unhappy, and why.
Lesson 2: We Are All Unique	Uniqueness; personal qualities; strengths; classroom belonging	OE6-6.1 - Demonstrate an understanding of the effects of healthy, active living on the mind and body. OE6-6.2 - Investigate the benefits of nutritious foods. OE6-6.3 - Practise and discuss appropriate personal hygiene that promotes personal, family, and community health. OE25-25.1 - Recognize personal interests, strengths, and accomplishments. OE25-25.2 - Identify and talk about their own interests and preferences. OE25-25.3 - Express their thoughts.

Lesson 3: It's Okay to be Different	Celebrating differences; self-acceptance; being true to oneself	OE1-1.2 - Listen and respond to others, both verbally and non-verbally. OE1-1.3 - Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling). OE1-1.6 - Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. OE2-2.5 - Develop empathy for others, and acknowledge and respond to each other's feelings. OE3-3.1 - Act and talk with peers and adults by expressing and accepting positive messages. OE6-6.0 - Demonstrate an awareness of their own health and well-being. OE6-6.1 - Demonstrate an understanding of the effects of healthy, active living on the mind and body. OE6-6.2 - Investigate the benefits of nutritious foods. OE6-6.3 - Practise and discuss appropriate personal hygiene that promotes personal, family, and community health. OE6-6.5 - Discuss and demonstrate in play what makes them happy and unhappy, and why. OE25-25.1 - Recognize personal interests, strengths, and accomplishments. OE25-25.2 - Identify and talk about their own interests and preferences. OE25-25.3 - Express their thoughts. OE27-27.1 - Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others. OE27-27.2 - Think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness. OE27-27.3 - Recognize discriminatory and inequitable practices and behaviours and respond appropriately.
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Lesson 4: The Golden Rule	Kindness; compliments; respectful treatment of others	OE1-1.2 - Listen and respond to others, both verbally and non-verbally. OE1-1.3 - Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling). OE1-1.6 - Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. OE2-2.5 - Develop empathy for others, and acknowledge and respond to each other's feelings. OE3-3.1 - Act and talk with peers and adults by expressing and accepting positive messages. OE3-3.2 - Demonstrate the ability to take turns during activity and discussions (e.g., while engaged in play with others; in discussions with peers and adults). OE3-3.3 - Demonstrate an awareness of ways of making and keeping friends. OE6-6.0 - Demonstrate an awareness of their own health and well-being. OE6-6.5 - Discuss and demonstrate in play what makes them happy and unhappy, and why. OE27-27.1 - Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others. OE27-27.2 - Think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness. OE27-27.3 - Recognize discriminatory and inequitable practices and behaviours and respond appropriately.
Lesson 5: Fairness	Fairness; similarities and differences; sharing, taking turns, and inclusion	OE1-1.2 - Listen and respond to others, both verbally and non-verbally. OE1-1.3 - Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling). OE1-1.6 - Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. OE2-2.5 - Develop empathy for others, and acknowledge and respond to each other's feelings. OE3-3.1 - Act and talk with peers and adults by expressing and accepting positive messages. OE3-3.2 - Demonstrate the ability to take turns during activity and discussions (e.g., while engaged in play with others; in discussions with peers and adults). OE3-3.3 - Demonstrate an awareness of ways of making and keeping friends. OE6-6.0 - Demonstrate an awareness of their own health and well-being. OE6-6.4 - Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations. OE6-6.5 - Discuss and demonstrate in play what makes them happy and unhappy, and why. OE24-24.1 - Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices. OE28-28.1 - Recognize people in their community and talk about what they do.

Lesson 6: Mindful Monkey, Happy Panda	Mindfulness; focus; relaxation; mindful eating, listening, movement, art, and breathing	OE1-1.2 - Listen and respond to others, both verbally and non-verbally. OE1-1.3 - Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling). OE1-1.6 - Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. OE2-2.5 - Develop empathy for others, and acknowledge and respond to each other's feelings. OE3-3.1 - Act and talk with peers and adults by expressing and accepting positive messages. OE3-3.2 - Demonstrate the ability to take turns during activity and discussions (e.g., while engaged in play with others; in discussions with peers and adults). OE3-3.3 - Demonstrate an awareness of ways of making and keeping friends. OE5-5.1 - Demonstrate respect and consideration for individual differences and alternative points of view. OE6-6.0 - Demonstrate an awareness of their own health and well-being. OE6-6.1 - Demonstrate an understanding of the effects of healthy, active living on the mind and body. OE6-6.2 - Investigate the benefits of nutritious foods. OE6-6.3 - Practise and discuss appropriate personal hygiene that promotes personal, family, and community health. OE6-6.4 - Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations. OE6-6.5 - Discuss and demonstrate in play what makes them happy and unhappy, and why. OE24-24.1 - Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices. OE26-26.1 - Understand that everyone belongs to a group/community (e.g., a family, a class, a religious community) and that people can belong to more than one group/community at a time. OE26-26.2 - Understand that different groups/ communities may have different ways of being and working together. OE28-28.1 - Recognize people in their community and talk about what they do.
Lesson 7: Take the Time	Slowing down; relaxation; stretching; self-care; mindful listening	OE6-6.1 - Demonstrate an understanding of the effects of healthy, active living on the mind and body. OE6-6.2 - Investigate the benefits of nutritious foods. OE6-6.3 - Practise and discuss appropriate personal hygiene that promotes personal, family, and community health.

Lesson 8: Peer Pressure	Peer pressure; opinions; positive/negative choices; being your best self	OE1-1.2 - Listen and respond to others, both verbally and non-verbally. OE1-1.3 - Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling). OE1-1.5 - Use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know. OE1-1.6 - Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. OE2-2.5 - Develop empathy for others, and acknowledge and respond to each other's feelings. OE3-3.1 - Act and talk with peers and adults by expressing and accepting positive messages. OE3-3.2 - Demonstrate the ability to take turns during activity and discussions (e.g., while engaged in play with others; in discussions with peers and adults). OE3-3.3 - Demonstrate an awareness of ways of making and keeping friends. OE4-4.1 - Use a variety of strategies to solve problems, including problems arising in social situations. OE6-6.0 - Demonstrate an awareness of their own health and well-being. OE6-6.1 - Demonstrate an understanding of the effects of healthy, active living on the mind and body. OE6-6.2 - Investigate the benefits of nutritious foods. OE6-6.3 - Practise and discuss appropriate personal hygiene that promotes personal, family, and community health. OE6-6.4 - Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations. OE6-6.5 - Discuss and demonstrate in play what makes them happy and unhappy, and why. OE13-13.1 - State problems and pose questions in different contexts and for different reasons. OE24-24.1 - Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices. OE27-27.1 - Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others. OE27-27.2 - Think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness. OE27-27.3 - Recognize discriminatory and inequitable practices and behaviours and respond appropriately. OE28-28.1 - Recognize people in their community and talk about what they do.
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Lesson 9: Kindness	Acts of kindness; classroom community; kindness in action	OE1-1.2 - Listen and respond to others, both verbally and non-verbally. OE1-1.3 - Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling). OE1-1.6 - Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. OE2-2.5 - Develop empathy for others, and acknowledge and respond to each other's feelings. OE3-3.1 - Act and talk with peers and adults by expressing and accepting positive messages. OE3-3.2 - Demonstrate the ability to take turns during activity and discussions (e.g., while engaged in play with others; in discussions with peers and adults). OE3-3.3 - Demonstrate an awareness of ways of making and keeping friends. OE6-6.0 - Demonstrate an awareness of their own health and well-being. OE6-6.4 - Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations. OE6-6.5 - Discuss and demonstrate in play what makes them happy and unhappy, and why. OE24-24.1 - Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices. OE27-27.1 - Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others. OE27-27.2 - Think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness. OE27-27.3 - Recognize discriminatory and inequitable practices and behaviours and respond appropriately. OE28-28.1 - Recognize people in their community and talk about what they do.
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Lesson 10: Can I Play Too?	Inclusion; feeling left out; friendship; retelling and problem solving	OE1-1.2 - Listen and respond to others, both verbally and non-verbally. OE1-1.3 - Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling). OE1-1.6 - Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. OE2-2.5 - Develop empathy for others, and acknowledge and respond to each other's feelings. OE3-3.1 - Act and talk with peers and adults by expressing and accepting positive messages. OE3-3.2 - Demonstrate the ability to take turns during activity and discussions (e.g., while engaged in play with others; in discussions with peers and adults). OE3-3.3 - Demonstrate an awareness of ways of making and keeping friends. OE6-6.0 - Demonstrate an awareness of their own health and well-being. OE6-6.4 - Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations. OE6-6.5 - Discuss and demonstrate in play what makes them happy and unhappy, and why. OE24-24.1 - Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices. OE27-27.1 - Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others. OE27-27.2 - Think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness. OE27-27.3 - Recognize discriminatory and inequitable practices and behaviours and respond appropriately. OE28-28.1 - Recognize people in their community and talk about what they do.
Lesson 11: What is Family?	Family diversity; family uniqueness; belonging and support	OE6-6.1 - Demonstrate an understanding of the effects of healthy, active living on the mind and body. OE6-6.2 - Investigate the benefits of nutritious foods. OE6-6.3 - Practise and discuss appropriate personal hygiene that promotes personal, family, and community health. OE25-25.1 - Recognize personal interests, strengths, and accomplishments. OE25-25.2 - Identify and talk about their own interests and preferences. OE25-25.3 - Express their thoughts.

Lesson 12: My Friend is Sad	Helping a sad friend; empathy; cheering self and others up	OE1-1.2 - Listen and respond to others, both verbally and non-verbally. OE1-1.3 - Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling). OE1-1.6 - Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. OE2-2.5 - Develop empathy for others, and acknowledge and respond to each other's feelings. OE3-3.1 - Act and talk with peers and adults by expressing and accepting positive messages. OE6-6.0 - Demonstrate an awareness of their own health and well-being. OE6-6.1 - Demonstrate an understanding of the effects of healthy, active living on the mind and body. OE6-6.2 - Investigate the benefits of nutritious foods. OE6-6.3 - Practise and discuss appropriate personal hygiene that promotes personal, family, and community health. OE6-6.4 - Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations. OE6-6.5 - Discuss and demonstrate in play what makes them happy and unhappy, and why. OE24-24.1 - Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices. OE27-27.1 - Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others. OE27-27.2 - Think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness. OE27-27.3 - Recognize discriminatory and inequitable practices and behaviours and respond appropriately. OE28-28.1 - Recognize people in their community and talk about what they do.
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Lesson 13: Feelings	Emotion vocabulary; recognizing feelings in self and others; healthy expression	OE1-1.2 - Listen and respond to others, both verbally and non-verbally. OE1-1.3 - Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling). OE1-1.6 - Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. OE2-2.5 - Develop empathy for others, and acknowledge and respond to each other's feelings. OE3-3.1 - Act and talk with peers and adults by expressing and accepting positive messages. OE6-6.0 - Demonstrate an awareness of their own health and well-being. OE6-6.1 - Demonstrate an understanding of the effects of healthy, active living on the mind and body. OE6-6.2 - Investigate the benefits of nutritious foods. OE6-6.3 - Practise and discuss appropriate personal hygiene that promotes personal, family, and community health. OE6-6.4 - Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations. OE6-6.5 - Discuss and demonstrate in play what makes them happy and unhappy, and why. OE24-24.1 - Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices. OE28-28.1 - Recognize people in their community and talk about what they do.
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Lesson 14: Making Mistakes	Mistakes; learning and growth; positive self-talk; trying again	OE1-1.2 - Listen and respond to others, both verbally and non-verbally. OE1-1.3 - Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling). OE1-1.5 - Use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know. OE1-1.6 - Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. OE2-2.5 - Develop empathy for others, and acknowledge and respond to each other's feelings. OE3-3.1 - Act and talk with peers and adults by expressing and accepting positive messages. OE4-4.1 - Use a variety of strategies to solve problems, including problems arising in social situations. OE6-6.0 - Demonstrate an awareness of their own health and well-being. OE6-6.1 - Demonstrate an understanding of the effects of healthy, active living on the mind and body. OE6-6.2 - Investigate the benefits of nutritious foods. OE6-6.3 - Practise and discuss appropriate personal hygiene that promotes personal, family, and community health. OE6-6.4 - Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations. OE6-6.5 - Discuss and demonstrate in play what makes them happy and unhappy, and why. OE13-13.1 - State problems and pose questions in different contexts and for different reasons. OE24-24.1 - Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices. OE27-27.1 - Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others. OE27-27.2 - Think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness. OE27-27.3 - Recognize discriminatory and inequitable practices and behaviours and respond appropriately. OE28-28.1 - Recognize people in their community and talk about what they do.
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Lesson 15: Optimism	Trying new things; asking for help; positive attitude; perseverance	OE6-6.1 - Demonstrate an understanding of the effects of healthy, active living on the mind and body. OE6-6.2 - Investigate the benefits of nutritious foods. OE6-6.3 - Practise and discuss appropriate personal hygiene that promotes personal, family, and community health. OE6-6.4 - Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations. OE24-24.1 - Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices. OE25-25.1 - Recognize personal interests, strengths, and accomplishments. OE25-25.2 - Identify and talk about their own interests and preferences. OE25-25.3 - Express their thoughts. OE28-28.1 - Recognize people in their community and talk about what they do.
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Grade 1 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Proud to Be Me!	Self-awareness; uniqueness; sharing talents; confidence	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place). A1.4 Healthy Relationships - 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: speak respectfully and pay attention to others when sharing equipment; Movement Competence: communicate clearly, using eye contact, body cues, and words, as needed, when sending and receiving objects or when sharing space in the gymnasium; Healthy Living: listen respectfully, paying attention to words and non-verbal signals such as facial expressions and tone of voice, to show they care about someone). A1.5 Self Awareness and Sense of Identity - 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: create connections with peers through the discovery of shared enjoyment in various activities as they participate in DPA in the classroom; Movement Competence: describe how their body feels when they move in different ways; Healthy Living: show an understanding of, and respect for, themselves and their bodies by using proper names for body parts).

Lesson 2: I Like Myself	Self-worth; identity; appreciation of differences	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place). A1.4 Healthy Relationships - 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: speak respectfully and pay attention to others when sharing equipment; Movement Competence: communicate clearly, using eye contact, body cues, and words, as needed, when sending and receiving objects or when sharing space in the gymnasium; Healthy Living: listen respectfully, paying attention to words and non-verbal signals such as facial expressions and tone of voice, to show they care about someone). A1.5 Self Awareness and Sense of Identity - 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: create connections with peers through the discovery of shared enjoyment in various activities as they participate in DPA in the classroom; Movement Competence: describe how their body feels when they move in different ways; Healthy Living: show an understanding of, and respect for, themselves and their bodies by using proper names for body parts). A1.6 Critical and Creative Thinking - 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: make connections between being active and staying healthy, both physically and mentally; Movement Competence: use creative thinking skills to come up with new ways of moving and
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		<i>balancing – for instance, balancing on four body parts, three body parts, or five body parts; Healthy Living: explain choices that they can make when planning ahead to protect themselves from the sun, such as wearing a hat and applying sunscreen).</i> D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety. D2.3 Personal Safety and Injury Prevention - Demonstrate the ability to recognize caring behaviours (e.g., <i>listening with respect, being helpful, respecting boundaries</i>) and behaviours that can be harmful to physical and mental health (e.g., <i>ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse</i>), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent.
Lesson 3: Emotions	Identifying emotions; non-verbal cues; body language	A1.1 Identification and Management of Emotions - 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: <i>explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them).</i> A1.2 Stress Management and Coping - 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: <i>apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency).</i> A1.3 Positive Motivation and Perseverance - 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: <i>show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place).</i> A1.4 Healthy Relationships - 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: <i>speak respectfully and pay attention to others when sharing equipment; Movement Competence: communicate clearly, using eye contact, body cues, and words, as needed, when sending and receiving objects or when sharing space in the gymnasium; Healthy Living: listen respectfully, paying attention to words and non-verbal signals such as facial expressions and tone of voice, to show they care about someone).</i>

Lesson 4: Feelings Chart	Daily emotional check-ins; tracking and naming feelings	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place).
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Lesson 5: Class Collection of Feelings	Comparing class feelings; respecting different emotional experiences	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place).
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Lesson 6: Anger Thermometer	Anger awareness; body signals; calming strategies	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place). D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety. D2.3 Personal Safety and Injury Prevention - Demonstrate the ability to recognize caring behaviours (e.g., listening with respect, being helpful, respecting boundaries) and behaviours that can be harmful to physical and mental health (e.g., ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent.
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Lesson 7: Peanut Butter and Cupcake	Making friends; courage; social behaviours	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place). A1.4 Healthy Relationships - 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: speak respectfully and pay attention to others when sharing equipment; Movement Competence: communicate clearly, using eye contact, body cues, and words, as needed, when sending and receiving objects or when sharing space in the gymnasium; Healthy Living: listen respectfully, paying attention to words and non-verbal signals such as facial expressions and tone of voice, to show they care about someone). A1.6 Critical and Creative Thinking - 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: make connections between being active and staying healthy, both physically and mentally; Movement Competence: use creative thinking skills to come up with new ways of moving and balancing – for instance, balancing on four body parts, three body parts, or five body parts; Healthy Living: explain choices that they can make when planning ahead to protect themselves from the sun, such as wearing a hat and applying sunscreen). D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety. D2.3 Personal Safety and Injury Prevention - Demonstrate the ability to recognize caring behaviours (e.g., listening with respect, being helpful, respecting boundaries) and behaviours that
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		can be harmful to physical and mental health (e.g., ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent.
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Lesson 8: How to Be a Good Friend	Kindness; friendship qualities; self-reflection	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place). A1.4 Healthy Relationships - 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: speak respectfully and pay attention to others when sharing equipment; Movement Competence: communicate clearly, using eye contact, body cues, and words, as needed, when sending and receiving objects or when sharing space in the gymnasium; Healthy Living: listen respectfully, paying attention to words and non-verbal signals such as facial expressions and tone of voice, to show they care about someone). A1.5 Self Awareness and Sense of Identity - 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: create connections with peers through the discovery of shared enjoyment in various activities as they participate in DPA in the classroom; Movement Competence: describe how their body feels when they move in different ways; Healthy Living: show an understanding of, and respect for, themselves and their bodies by using proper names for body parts). A1.6 Critical and Creative Thinking - 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: make connections between being active and staying healthy, both physically and mentally; Movement Competence: use creative thinking skills to come up with new ways of moving and
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		<i>balancing – for instance, balancing on four body parts, three body parts, or five body parts; Healthy Living: explain choices that they can make when planning ahead to protect themselves from the sun, such as wearing a hat and applying sunscreen).</i>
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Lesson 9: Being a Good Classmate	Responsible social behaviours; kindness; classroom community	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place). A1.4 Healthy Relationships - 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: speak respectfully and pay attention to others when sharing equipment; Movement Competence: communicate clearly, using eye contact, body cues, and words, as needed, when sending and receiving objects or when sharing space in the gymnasium; Healthy Living: listen respectfully, paying attention to words and non-verbal signals such as facial expressions and tone of voice, to show they care about someone). A1.6 Critical and Creative Thinking - 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: make connections between being active and staying healthy, both physically and mentally; Movement Competence: use creative thinking skills to come up with new ways of moving and balancing – for instance, balancing on four body parts, three body parts, or five body parts; Healthy Living: explain choices that they can make when planning ahead to protect themselves from the sun, such as wearing a hat and applying sunscreen). B3.1 Safety - 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., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away
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		<i>from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body).</i> B3.2 Safety - Identify environmental factors that pose safety risks, including the risk of concussion, during their participation in physical activity (<i>e.g., extreme heat may cause fatigue, too much sun exposure will cause sunburn, extreme cold and wind chill may cause frostbite, objects on the ground may trip someone who cannot see, wet pavement or floors may create a slipping hazard</i>), and describe ways of preparing themselves to enjoy outdoor activities safely. D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety. D2.3 Personal Safety and Injury Prevention - Demonstrate the ability to recognize caring behaviours (<i>e.g., listening with respect, being helpful, respecting boundaries</i>) and behaviours that can be harmful to physical and mental health (<i>e.g., ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse</i>), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent.
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Lesson 10: The Zax	Peaceful conflict resolution; listening; compromise	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place). A1.4 Healthy Relationships - 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: speak respectfully and pay attention to others when sharing equipment; Movement Competence: communicate clearly, using eye contact, body cues, and words, as needed, when sending and receiving objects or when sharing space in the gymnasium; Healthy Living: listen respectfully, paying attention to words and non-verbal signals such as facial expressions and tone of voice, to show they care about someone). A1.6 Critical and Creative Thinking - 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: make connections between being active and staying healthy, both physically and mentally; Movement Competence: use creative thinking skills to come up with new ways of moving and balancing – for instance, balancing on four body parts, three body parts, or five body parts; Healthy Living: explain choices that they can make when planning ahead to protect themselves from the sun, such as wearing a hat and applying sunscreen). B1.1 Active Participation - Actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., joining in willingly, showing respect for others, following directions, taking turns).
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		B1.2 Active Participation - Demonstrate an understanding of factors that contribute to their personal enjoyment of being active. B1.3 Active Participation - Identify a variety of ways to be physically active at school and at home every day. B2.1. Daily Physical Activity - 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. B2.2 Daily Physical Activity - Demonstrate an understanding of how being active helps them to be healthy, both physically and mentally. D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety. D1.5 Mental Health Literacy - Demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind. D2.3 Personal Safety and Injury Prevention - Demonstrate the ability to recognize caring behaviours (<i>e.g., listening with respect, being helpful, respecting boundaries</i>) and behaviours that can be harmful to physical and mental health (<i>e.g., ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse</i>), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent. D3.2 - Identify habits and behaviours (<i>e.g., excessive screen time or video game usage, smoking, vaping</i>) that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives. D3.3 - Demonstrate an understanding that a person's thoughts, emotions, and actions can affect mental health.
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Lesson 11: Work It Out	Conflict causes; kindness during disagreement; peaceful strategies	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place). A1.4 Healthy Relationships - 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: speak respectfully and pay attention to others when sharing equipment; Movement Competence: communicate clearly, using eye contact, body cues, and words, as needed, when sending and receiving objects or when sharing space in the gymnasium; Healthy Living: listen respectfully, paying attention to words and non-verbal signals such as facial expressions and tone of voice, to show they care about someone). B3.1 Safety - 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., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body). B3.2 Safety - Identify environmental factors that pose safety risks, including the risk of concussion, during their participation in physical activity (e.g., extreme heat may cause fatigue, too much sun exposure will cause sunburn, extreme cold and wind chill may cause frostbite, objects on the ground may trip someone who cannot see, wet pavement or floors may create a slipping hazard), and describe ways of preparing themselves to enjoy outdoor activities safely. D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety.
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		D2.3 Personal Safety and Injury Prevention - Demonstrate the ability to recognize caring behaviours (e.g., <i>listening with respect, being helpful, respecting boundaries</i>) and behaviours that can be harmful to physical and mental health (e.g., <i>ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse</i>), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent.
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Lesson 12: Giraffes Can't Dance	Perseverance; encouragement; believing in yourself	A1.5 Self Awareness and Sense of Identity - 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: create connections with peers through the discovery of shared enjoyment in various activities as they participate in DPA in the classroom; Movement Competence: describe how their body feels when they move in different ways; Healthy Living: show an understanding of, and respect for, themselves and their bodies by using proper names for body parts). A1.6 Critical and Creative Thinking - 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: make connections between being active and staying healthy, both physically and mentally; Movement Competence: use creative thinking skills to come up with new ways of moving and balancing – for instance, balancing on four body parts, three body parts, or five body parts; Healthy Living: explain choices that they can make when planning ahead to protect themselves from the sun, such as wearing a hat and applying sunscreen). B1.1 Active Participation - Actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., joining in willingly, showing respect for others, following directions, taking turns). B1.2 Active Participation - Demonstrate an understanding of factors that contribute to their personal enjoyment of being active. B1.3 Active Participation - Identify a variety of ways to be physically active at school and at home every day. B2.1. Daily Physical Activity - 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. B2.2 Daily Physical Activity - Demonstrate an understanding of how being active helps them to be healthy, both physically and mentally. B3.1 Safety - 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., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body). B3.2 Safety - Identify environmental factors that pose safety risks, including the risk of concussion, during their participation in physical activity (e.g., extreme heat may cause fatigue, too much sun exposure will cause sunburn, extreme cold and wind chill may cause frostbite, objects on the ground may trip someone who cannot see, wet pavement or floors may create a slipping hazard), and describe ways of preparing themselves to enjoy outdoor activities safely. D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety. D1.5 Mental Health Literacy - Demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind.
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		D2.3 Personal Safety and Injury Prevention - Demonstrate the ability to recognize caring behaviours (e.g., <i>listening with respect, being helpful, respecting boundaries</i>) and behaviours that can be harmful to physical and mental health (e.g., <i>ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse</i>), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent. D3.2 - Identify habits and behaviours (e.g., <i>excessive screen time or video game usage, smoking, vaping</i>) that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives. D3.3 - Demonstrate an understanding that a person's thoughts, emotions, and actions can affect mental health.
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Lesson 13: Positive Self-Talk	Perseverance; confidence; encouraging inner voice	A1.5 Self Awareness and Sense of Identity - 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: create connections with peers through the discovery of shared enjoyment in various activities as they participate in DPA in the classroom; Movement Competence: describe how their body feels when they move in different ways; Healthy Living: show an understanding of, and respect for, themselves and their bodies by using proper names for body parts). A1.6 Critical and Creative Thinking - 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: make connections between being active and staying healthy, both physically and mentally; Movement Competence: use creative thinking skills to come up with new ways of moving and balancing – for instance, balancing on four body parts, three body parts, or five body parts; Healthy Living: explain choices that they can make when planning ahead to protect themselves from the sun, such as wearing a hat and applying sunscreen). B1.1 Active Participation - Actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., joining in willingly, showing respect for others, following directions, taking turns). B1.2 Active Participation - Demonstrate an understanding of factors that contribute to their personal enjoyment of being active. B1.3 Active Participation - Identify a variety of ways to be physically active at school and at home every day. B2.1 Daily Physical Activity - 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. B2.2 Daily Physical Activity - Demonstrate an understanding of how being active helps them to be healthy, both physically and mentally. D1.1 Healthy Eating - Explain why people need food to have healthy bodies and minds (e.g., food provides energy and nutrients for the healthy growth of teeth, skin, bones, and muscles and the healthy development of the brain). D1.5 Mental Health Literacy - Demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind. D2.1 Healthy Eating - Describe how Canada's Food Guide can help them develop healthy eating habits. D2.2 Healthy Eating - Know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits. D3.2 - Identify habits and behaviours (e.g., excessive screen time or video game usage, smoking, vaping) that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives. D3.3 - Demonstrate an understanding that a person's thoughts, emotions, and actions can affect mental health.
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Lesson 14: Encouragement	Encouraging others; kindness; positive peer influence	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place). A1.5 Self Awareness and Sense of Identity - 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: create connections with peers through the discovery of shared enjoyment in various activities as they participate in DPA in the classroom; Movement Competence: describe how their body feels when they move in different ways; Healthy Living: show an understanding of, and respect for, themselves and their bodies by using proper names for body parts).
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Lesson 15: Making Mistakes	Learning from mistakes; trying again; growth mindset	A1.1 Identification and Management of Emotions - 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: explain how participating in daily physical activity [DPA] as part of a group makes them feel; Movement Competence: be aware of their feelings when learning new skills that seem easy and when learning skills that seem more difficult; Healthy Living: identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful to them). A1.2 Stress Management and Coping - 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: apply knowledge of safety procedures to make themselves feel safer, be aware of their own strengths and abilities and of their sense of personal boundaries to help them develop confidence when playing on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game; Healthy Living: explain how they can access help if needed by asking a trusted adult or calling 9-1-1 in an emergency). A1.3 Positive Motivation and Perseverance - 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: show openness to trying different ways of being physically active; Movement Competence: show enthusiasm for trying out new skills and a willingness to persevere as they practise them; Healthy Living: reframe feelings of worry about situations that concern them, such as fearing they might burn themselves on the stove, by having a safety procedure in place). D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety. D2.3 Personal Safety and Injury Prevention - Demonstrate the ability to recognize caring behaviours (e.g., listening with respect, being helpful, respecting boundaries) and behaviours that can be harmful to physical and mental health (e.g., ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent.
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Grade 2 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Friendships	Healthy friendship qualities; trust; kindness; cooperation	A1.1 Identification and Management of Emotions - 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: if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully; Movement Competence: be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects; Healthy Living: show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like). A1.2 Stress Management and Coping - 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: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help). A1.3 Positive Motivation and Perseverance - 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: understand the connection between getting a good sleep and feeling ready to participate; Movement Competence: show perseverance in exploring ways of using different body parts and balancing; Healthy Living: show appreciation for all the things their bodies can do). A1.4 Healthy Relationships - 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: demonstrate how they can help one another while using equipment; Movement Competence: in a mirroring activity, copy a partner's movements by following their non-verbal signals as well as body language that signals the next movement; Healthy Living: use positive language when talking to peers, as part of developing healthy relationships, and encourage others to do the same). A1.5 Self-Awareness and Sense of Identity - 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: monitor their body's physical and mental responses when they are participating in a physical activity; Movement Competence: after jumping, consider what they did well as they tried to land in a stable position, and what they could do better; Healthy Living: complete a checklist to

		monitor their daily care of their teeth and explain how the checklist can help build their awareness of health habits that contribute to their overall health. D1.4 Human Development and Sexual Health - Outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life. D1.5 Human Development and Sexual Health - Demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change. D2.4 Human Development and Sexual Health - Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the dentist regularly for a checkup). B3.1 Safety - 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., being aware of personal space; making sure their shoelaces are tied; warming up to prevent injury; wearing a properly fitting helmet when cycling, skiing, or playing hockey; taking turns when sharing equipment; avoiding overcrowding when using equipment both in class and on the playground; making sure straps are done up before pushing a wheelchair). B3.2 Safety - Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught) [A1.4 Relationships, 1.6 Thinking]. D1.1 Personal Safety And Injury Prevention - Demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands), outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true) [A1.5 Self, 1.6 Thinking]. D2.3 Personal Safety and Injury Prevention - Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies). D3.1 Personal Safety and Injury Prevention - Describe how to relate positively to family members, caregivers, and others (e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful to others (e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting).
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Lesson 2: Courage	Courage; confidence; asking for and offering support	A1.1 Identification and Management of Emotions - 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: if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully; Movement Competence: be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects; Healthy Living: show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like). A1.2 Stress Management and Coping - 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: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help). A1.3 Positive Motivation and Perseverance - 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: understand the connection between getting a good sleep and feeling ready to participate; Movement Competence: show perseverance in exploring ways of using different body parts and balancing; Healthy Living: show appreciation for all the things their bodies can do). A1.4 Healthy Relationships - 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: demonstrate how they can help one another while using equipment; Movement Competence: in a mirroring activity, copy a partner's movements by following their non-verbal signals as well as body language that signals the next movement; Healthy Living: use positive language when talking to peers, as part of developing healthy relationships, and encourage others to do the same). A1.5 Self-Awareness and Sense of Identity - 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: monitor their body's physical and mental responses when they are participating in a physical activity; Movement Competence: after jumping, consider what they did well as they tried to land in a stable position, and what they could do better; Healthy Living: complete a checklist to monitor their daily care of their teeth and explain how the checklist can help build their awareness of health habits that contribute to their overall health). A1.6 Critical and Creative Thinking - 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:
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		<i>explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather;</i> Movement Competence: <i>explore the use of many pieces of equipment and explain how each is different and why they prefer one over another;</i> Healthy Living: <i>explain how to stay safe by identifying household products that might be dangerous).</i> D1.4 Human Development and Sexual Health - Outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life. D1.5 Human Development and Sexual Health - Demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change. D2.4 Human Development and Sexual Health - Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the dentist regularly for a checkup).
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Lesson 3: Encouragement	Positive words; motivation; supporting peers	A1.1 Identification and Management of Emotions - 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: if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully; Movement Competence: be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects; Healthy Living: show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like). A1.2 Stress Management and Coping - 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: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help). A1.3 Positive Motivation and Perseverance - 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: understand the connection between getting a good sleep and feeling ready to participate; Movement Competence: show perseverance in exploring ways of using different body parts and balancing; Healthy Living: show appreciation for all the things their bodies can do). A1.4 Healthy Relationships - 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: demonstrate how they can help one another while using equipment; Movement Competence: in a mirroring activity, copy a partner's movements by following their non-verbal signals as well as body language that signals the next movement; Healthy Living: use positive language when talking to peers, as part of developing healthy relationships, and encourage others to do the same). D1.4 Human Development and Sexual Health - Outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life. D1.5 Human Development and Sexual Health - Demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change. D2.4 Human Development and Sexual Health - Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the dentist regularly for a checkup). B3.1 Safety - 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
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	(e.g., being aware of personal space; making sure their shoelaces are tied; warming up to prevent injury; wearing a properly fitting helmet when cycling, skiing, or playing hockey; taking turns when sharing equipment; avoiding overcrowding when using equipment both in class and on the playground; making sure straps are done up before pushing a wheelchair). B3.2 Safety - Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught) [A1.4 Relationships, 1.6 Thinking]. D1.1 Personal Safety And Injury Prevention - Demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands), outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true) [A1.5 Self, 1.6 Thinking]. D2.3 Personal Safety and Injury Prevention - Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies). D3.1 Personal Safety and Injury Prevention - Describe how to relate positively to family members, caregivers, and others (e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful to others (e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting).
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Lesson 4: Be Kind	Kindness; compliments; inclusion; positive communication	A1.1 Identification and Management of Emotions - 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: if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully; Movement Competence: be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects; Healthy Living: show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like). A1.2 Stress Management and Coping - 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: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help). A1.3 Positive Motivation and Perseverance - 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: understand the connection between getting a good sleep and feeling ready to participate; Movement Competence: show perseverance in exploring ways of using different body parts and balancing; Healthy Living: show appreciation for all the things their bodies can do). A1.4 Healthy Relationships - 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: demonstrate how they can help one another while using equipment; Movement Competence: in a mirroring activity, copy a partner's movements by following their non-verbal signals as well as body language that signals the next movement; Healthy Living: use positive language when talking to peers, as part of developing healthy relationships, and encourage others to do the same). D1.4 Human Development and Sexual Health - Outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life. D1.5 Human Development and Sexual Health - Demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change. D2.4 Human Development and Sexual Health - Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the dentist regularly for a checkup). B3.1 Safety - 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
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	(e.g., being aware of personal space; making sure their shoelaces are tied; warming up to prevent injury; wearing a properly fitting helmet when cycling, skiing, or playing hockey; taking turns when sharing equipment; avoiding overcrowding when using equipment both in class and on the playground; making sure straps are done up before pushing a wheelchair). B3.2 Safety - Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught) [A1.4 Relationships, 1.6 Thinking]. D1.1 Personal Safety And Injury Prevention - Demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands), outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true) [A1.5 Self, 1.6 Thinking]. D2.3 Personal Safety and Injury Prevention - Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies). D3.1 Personal Safety and Injury Prevention - Describe how to relate positively to family members, caregivers, and others (e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful to others (e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting).
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Lesson 5: How Full is Your Bucket?	Bucket fillers; emotional wellbeing; caring actions	A1.1 Identification and Management of Emotions - 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: if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully; Movement Competence: be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects; Healthy Living: show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like). A1.2 Stress Management and Coping - 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: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help). A1.3 Positive Motivation and Perseverance - 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: understand the connection between getting a good sleep and feeling ready to participate; Movement Competence: show perseverance in exploring ways of using different body parts and balancing; Healthy Living: show appreciation for all the things their bodies can do). B1.1 Active Participation - Actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part. B1.2 Active Participation - Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, being able to choose the activities they participate in and having choice within the activities, having adequate practice time, having access to safe outdoor play space, being able to take part in activities that are connected to their cultural background) as they participate in a wide variety of individual and small-group activities. B1.3 Active Participation - Identify reasons for participating in physical activity every day (e.g., to have fun, learn through play, be with classmates who are involved in after-school physical activities, pursue personal interests in certain kinds of activities, enjoy a change from the classroom routine, emulate a role model, interact with family members, improve physical and mental health, follow cultural teachings). B2.2 Physical Fitness - Describe different types of activities that improve the strength of the heart and lungs (e.g., running, wheeling fast, walking fast, skipping, dancing to music, doing a fitness circuit, other whole-body or large muscle activities) describe how Canada's Food Guide can help them develop healthy eating habits.
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	B3.1 Safety - 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., being aware of personal space; making sure their shoelaces are tied; warming up to prevent injury; wearing a properly fitting helmet when cycling, skiing, or playing hockey; taking turns when sharing equipment; avoiding overcrowding when using equipment both in class and on the playground; making sure straps are done up before pushing a wheelchair). B3.2 Safety - Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught) [A1.4 Relationships, 1.6 Thinking]. D1.1 Personal Safety And Injury Prevention - Demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands), outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true) [A1.5 Self, 1.6 Thinking]. D2.3 Personal Safety and Injury Prevention - Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies). D3.1 Personal Safety and Injury Prevention - Describe how to relate positively to family members, caregivers, and others (e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful to others (e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting).
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Lesson 6: Breathe	Mindfulness; breathing; relaxation; stress management	A1.1 Identification and Management of Emotions - 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: if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully; Movement Competence: be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects; Healthy Living: show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like). A1.2 Stress Management and Coping - 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: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help). A1.3 Positive Motivation and Perseverance - 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: understand the connection between getting a good sleep and feeling ready to participate; Movement Competence: show perseverance in exploring ways of using different body parts and balancing; Healthy Living: show appreciation for all the things their bodies can do). B3.1 Safety - 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., being aware of personal space; making sure their shoelaces are tied; warming up to prevent injury; wearing a properly fitting helmet when cycling, skiing, or playing hockey; taking turns when sharing equipment; avoiding overcrowding when using equipment both in class and on the playground; making sure straps are done up before pushing a wheelchair). B3.2 Safety - Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught) [A1.4 Relationships, 1.6 Thinking]. D1.1 Personal Safety And Injury Prevention - Demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands), outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching
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		animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true) [A1.5 Self, 1.6 Thinking]. D2.3 Personal Safety and Injury Prevention - Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies). D3.1 Personal Safety and Injury Prevention - Describe how to relate positively to family members, caregivers, and others (e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful to others (e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting).
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Lesson 7: Empathy	Empathy; feelings; non-verbal cues; caring responses	A1.1 Identification and Management of Emotions - 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: <i>if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully;</i> Movement Competence: <i>be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects;</i> Healthy Living: <i>show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like).</i> A1.2 Stress Management and Coping - 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: <i>dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so;</i> Movement Competence: <i>describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts;</i> Healthy Living: <i>in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help).</i> A1.3 Positive Motivation and Perseverance - 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: <i>understand the connection between getting a good sleep and feeling ready to participate;</i> Movement Competence: <i>show perseverance in exploring ways of using different body parts and balancing;</i> Healthy Living: <i>show appreciation for all the things their bodies can do).</i> A1.4 Healthy Relationships - 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: <i>demonstrate how they can help one another while using equipment;</i> Movement Competence: <i>in a mirroring activity, copy a partner's movements by following their non-verbal signals as well as body language that signals the next movement;</i> Healthy Living: <i>use positive language when talking to peers, as part of developing healthy relationships, and encourage others to do the same).</i> A1.6 Critical and Creative Thinking - 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: <i>explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather;</i> Movement Competence: <i>explore the use of many pieces of equipment and explain how each is different and why they prefer one over another;</i> Healthy Living: <i>explain how to stay safe by identifying household products that might be dangerous).</i> D1.4 Human Development and Sexual Health - Outline the basic stages of human development (e.g., <i>infant, child, adolescent, adult, older adult</i>) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life.
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		D1.5 Human Development and Sexual Health - Demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change. D2.4 Human Development and Sexual Health - Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., <i>brushing, flossing, going to the dentist regularly for a checkup</i>).
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Lesson 8: Loyalty	Loyalty; trust; teamwork; sticking together	A1.1 Identification and Management of Emotions - 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: if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully; Movement Competence: be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects; Healthy Living: show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like). A1.2 Stress Management and Coping - 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: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help). A1.3 Positive Motivation and Perseverance - 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: understand the connection between getting a good sleep and feeling ready to participate; Movement Competence: show perseverance in exploring ways of using different body parts and balancing; Healthy Living: show appreciation for all the things their bodies can do). A1.4 Healthy Relationships - 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: demonstrate how they can help one another while using equipment; Movement Competence: in a mirroring activity, copy a partner's movements by following their non-verbal signals as well as body language that signals the next movement; Healthy Living: use positive language when talking to peers, as part of developing healthy relationships, and encourage others to do the same). A1.5 Self-Awareness and Sense of Identity - 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: monitor their body's physical and mental responses when they are participating in a physical activity; Movement Competence: after jumping, consider what they did well as they tried to land in a stable position, and what they could do better; Healthy Living: complete a checklist to monitor their daily care of their teeth and explain how the checklist can help build their awareness of health habits that contribute to their overall health). A1.6 Critical and Creative Thinking - 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:
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		explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather; Movement Competence: explore the use of many pieces of equipment and explain how each is different and why they prefer one over another; Healthy Living: explain how to stay safe by identifying household products that might be dangerous). D1.4 Human Development and Sexual Health - Outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life. D1.5 Human Development and Sexual Health - Demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change. D2.4 Human Development and Sexual Health - Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the dentist regularly for a checkup). B3.1 Safety - 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., being aware of personal space; making sure their shoelaces are tied; warming up to prevent injury; wearing a properly fitting helmet when cycling, skiing, or playing hockey; taking turns when sharing equipment; avoiding overcrowding when using equipment both in class and on the playground; making sure straps are done up before pushing a wheelchair). B3.2 Safety - Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught) [A1.4 Relationships, 1.6 Thinking]. D1.1 Personal Safety And Injury Prevention - Demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands), outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true) [A1.5 Self, 1.6 Thinking]. D2.3 Personal Safety and Injury Prevention - Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies). D3.1 Personal Safety and Injury Prevention - Describe how to relate positively to family members, caregivers, and others (e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful to others (e.g., verbal abuse, including both online and
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		face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting).
Lesson 9: Growth Mindset	Growth mindset; mistakes; goal setting; perseverance	A1.1 Identification and Management of Emotions - 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: if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully; Movement Competence: be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects; Healthy Living: show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like). A1.2 Stress Management and Coping - 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: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help). A1.3 Positive Motivation and Perseverance - 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: understand the connection between getting a good sleep and feeling ready to participate; Movement Competence: show perseverance in exploring ways of using different body parts and balancing; Healthy Living: show appreciation for all the things their bodies can do). A1.4 Healthy Relationships - 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: demonstrate how they can help one another while using equipment; Movement Competence: in a mirroring activity, copy a partner's movements by following their non-verbal signals as well as body language that signals the next movement; Healthy Living: use positive language when talking to peers, as part of developing healthy relationships, and encourage others to do the same). A1.6 Critical and Creative Thinking - 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: explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather; Movement Competence: explore the use of many pieces of equipment and explain how each is different and why they prefer one over another; Healthy Living: explain how to stay safe by identifying household products that might be dangerous).

	D1.4 Human Development and Sexual Health - Outline the basic stages of human development (e.g., <i>infant, child, adolescent, adult, older adult</i>) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life. D1.5 Human Development and Sexual Health - Demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change. D2.4 Human Development and Sexual Health - Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., <i>brushing, flossing, going to the dentist regularly for a checkup</i>). B3.1 Safety - 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., <i>being aware of personal space; making sure their shoelaces are tied; warming up to prevent injury; wearing a properly fitting helmet when cycling, skiing, or playing hockey; taking turns when sharing equipment; avoiding overcrowding when using equipment both in class and on the playground; making sure straps are done up before pushing a wheelchair</i>). B3.2 Safety - Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., <i>avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught</i>) [A1.4 Relationships, 1.6 Thinking]. D1.1 Personal Safety And Injury Prevention - Demonstrate an understanding of practices that enhance personal safety in the home (e.g., <i>observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands</i>), outdoors (e.g., <i>using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals</i>), and when online (e.g., <i>not sharing personal information, checking with an adult if information found online is true</i>) [A1.5 Self, 1.6 Thinking]. D2.3 Personal Safety and Injury Prevention - Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., <i>speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies</i>). D3.1 Personal Safety and Injury Prevention - Describe how to relate positively to family members, caregivers, and others (e.g., <i>cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language</i>), and describe behaviours that can be harmful to others (e.g., <i>verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting</i>).
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Lesson 10: Can I Join Your Club?	Inclusion; belonging; friendship qualities; body language	A1.1 Identification and Management of Emotions - 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: <i>if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully;</i> Movement Competence: <i>be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects;</i> Healthy Living: <i>show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like).</i> A1.2 Stress Management and Coping - 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: <i>dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so;</i> Movement Competence: <i>describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts;</i> Healthy Living: <i>in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help).</i> A1.3 Positive Motivation and Perseverance - 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: <i>understand the connection between getting a good sleep and feeling ready to participate;</i> Movement Competence: <i>show perseverance in exploring ways of using different body parts and balancing;</i> Healthy Living: <i>show appreciation for all the things their bodies can do).</i> A1.4 Healthy Relationships - 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: <i>demonstrate how they can help one another while using equipment;</i> Movement Competence: <i>in a mirroring activity, copy a partner's movements by following their non-verbal signals as well as body language that signals the next movement;</i> Healthy Living: <i>use positive language when talking to peers, as part of developing healthy relationships, and encourage others to do the same).</i> A1.6 Critical and Creative Thinking - 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: <i>explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather;</i> Movement Competence: <i>explore the use of many pieces of equipment and explain how each is different and why they prefer one over another;</i> Healthy Living: <i>explain how to stay safe by identifying household products that might be dangerous).</i> D1.4 Human Development and Sexual Health - Outline the basic stages of human development (e.g., <i>infant, child, adolescent, adult, older adult</i>) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life.
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		D1.5 Human Development and Sexual Health - Demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change. D2.4 Human Development and Sexual Health - Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., <i>brushing, flossing, going to the dentist regularly for a checkup</i>). D1.6 Mental Health Literacy - Demonstrate an understanding of how a person's body and brain respond to challenging or uncomfortable situations (e.g., <i>they may feel tired, easily overwhelmed, confused, or overstimulated; they may want to cry or they may have very intense feelings; they may get a headache or feel hot</i>), and describe what they can do to feel better at those times [A1.1 Emotions, 1.4 Relationships, 1.5 Self]. D2.5 Mental Health Literacy - Explain how understanding and being able to name their feelings (e.g., <i>happy, relaxed, calm, uncomfortable, sad, angry, frustrated, scared, worried</i>) can help in knowing when they might need to get help. B3.1 Safety - 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., <i>being aware of personal space; making sure their shoelaces are tied; warming up to prevent injury; wearing a properly fitting helmet when cycling, skiing, or playing hockey; taking turns when sharing equipment; avoiding overcrowding when using equipment both in class and on the playground; making sure straps are done up before pushing a wheelchair</i>). B3.2 Safety - Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., <i>avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught</i>) [A1.4 Relationships, 1.6 Thinking]. D1.1 Personal Safety And Injury Prevention - Demonstrate an understanding of practices that enhance personal safety in the home (e.g., <i>observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands</i>), outdoors (e.g., <i>using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals</i>), and when online (e.g., <i>not sharing personal information, checking with an adult if information found online is true</i>) [A1.5 Self, 1.6 Thinking]. D2.3 Personal Safety and Injury Prevention - Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., <i>speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies</i>). D3.1 Personal Safety and Injury Prevention - Describe how to relate positively to family members, caregivers, and others (e.g., <i>cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language</i>), and describe behaviours that can be harmful to others (e.g., <i>verbal abuse, including both online and</i>
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		face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting).
Lesson 11: Words Matter	Hurtful words; teasing; emotional safety; kindness	A1.1 Identification and Management of Emotions - 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: if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully; Movement Competence: be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects; Healthy Living: show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like). A1.2 Stress Management and Coping - 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: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help). A1.3 Positive Motivation and Perseverance - 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: understand the connection between getting a good sleep and feeling ready to participate; Movement Competence: show perseverance in exploring ways of using different body parts and balancing; Healthy Living: show appreciation for all the things their bodies can do). A1.4 Healthy Relationships - 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: demonstrate how they can help one another while using equipment; Movement Competence: in a mirroring activity, copy a partner's movements by following their non-verbal signals as well as body language that signals the next movement; Healthy Living: use positive language when talking to peers, as part of developing healthy relationships, and encourage others to do the same). A1.6 Critical and Creative Thinking - 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: explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather; Movement Competence: explore the use of many pieces of equipment and explain how each is different and why they prefer one over another; Healthy Living: explain how to stay safe by identifying household products that might be dangerous).

	D1.4 Human Development and Sexual Health - Outline the basic stages of human development (e.g., <i>infant, child, adolescent, adult, older adult</i>) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life. D1.5 Human Development and Sexual Health - Demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change. D2.4 Human Development and Sexual Health - Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., <i>brushing, flossing, going to the dentist regularly for a checkup</i>). B3.1 Safety - 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., <i>being aware of personal space; making sure their shoelaces are tied; warming up to prevent injury; wearing a properly fitting helmet when cycling, skiing, or playing hockey; taking turns when sharing equipment; avoiding overcrowding when using equipment both in class and on the playground; making sure straps are done up before pushing a wheelchair</i>). B3.2 Safety - Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., <i>avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught</i>) [A1.4 Relationships, 1.6 Thinking]. D1.1 Personal Safety And Injury Prevention - Demonstrate an understanding of practices that enhance personal safety in the home (e.g., <i>observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands</i>), outdoors (e.g., <i>using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals</i>), and when online (e.g., <i>not sharing personal information, checking with an adult if information found online is true</i>) [A1.5 Self, 1.6 Thinking]. D2.3 Personal Safety and Injury Prevention - Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., <i>speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies</i>). D3.1 Personal Safety and Injury Prevention - Describe how to relate positively to family members, caregivers, and others (e.g., <i>cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language</i>), and describe behaviours that can be harmful to others (e.g., <i>verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting</i>).
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Lesson 12: Sorry	Sincere apologies; repairing harm; communication	A1.5 Self-Awareness and Sense of Identity - 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: <i>monitor their body's physical and mental responses when they are participating in a physical activity; Movement Competence:</i> <i>after jumping, consider what they did well as they tried to land in a stable position, and what they could do better; Healthy Living:</i> <i>complete a checklist to monitor their daily care of their teeth and explain how the checklist can help build their awareness of health habits that contribute to their overall health.</i> A1.6 Critical and Creative Thinking - 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: <i>explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather; Movement Competence:</i> <i>explore the use of many pieces of equipment and explain how each is different and why they prefer one over another; Healthy Living:</i> <i>explain how to stay safe by identifying household products that might be dangerous).</i> D1.6 Mental Health Literacy - Demonstrate an understanding of how a person's body and brain respond to challenging or uncomfortable situations (e.g., <i>they may feel tired, easily overwhelmed, confused, or overstimulated; they may want to cry or they may have very intense feelings; they may get a headache or feel hot</i>), and describe what they can do to feel better at those times [A1.1 Emotions, 1.4 Relationships, 1.5 Self]. D2.5 Mental Health Literacy - Explain how understanding and being able to name their feelings (e.g., <i>happy, relaxed, calm, uncomfortable, sad, angry, frustrated, scared, worried</i>) can help in knowing when they might need to get help. B3.1 Safety - 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., <i>being aware of personal space; making sure their shoelaces are tied; warming up to prevent injury; wearing a properly fitting helmet when cycling, skiing, or playing hockey; taking turns when sharing equipment; avoiding overcrowding when using equipment both in class and on the playground; making sure straps are done up before pushing a wheelchair</i>). B3.2 Safety - Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (e.g., <i>avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught</i>) [A1.4 Relationships, 1.6 Thinking]. D1.1 Personal Safety And Injury Prevention - Demonstrate an understanding of practices that enhance personal safety in the home (e.g., <i>observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands</i>), outdoors (e.g., <i>using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching</i>
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		animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true) [A1.5 Self, 1.6 Thinking]. D2.3 Personal Safety and Injury Prevention - Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies). D3.1 Personal Safety and Injury Prevention - Describe how to relate positively to family members, caregivers, and others (e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful to others (e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting).
Lesson 13: Shi-shi-etko	Family traditions; memories; cultural connection; belonging	A1.5 Self-Awareness and Sense of Identity - 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: monitor their body's physical and mental responses when they are participating in a physical activity; Movement Competence: after jumping, consider what they did well as they tried to land in a stable position, and what they could do better; Healthy Living: complete a checklist to monitor their daily care of their teeth and explain how the checklist can help build their awareness of health habits that contribute to their overall health). A1.6 Critical and Creative Thinking - 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: explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather; Movement Competence: explore the use of many pieces of equipment and explain how each is different and why they prefer one over another; Healthy Living: explain how to stay safe by identifying household products that might be dangerous). D1.6 Mental Health Literacy - Demonstrate an understanding of how a person's body and brain respond to challenging or uncomfortable situations (e.g., they may feel tired, easily overwhelmed, confused, or overstimulated; they may want to cry or they may have very intense feelings; they may get a headache or feel hot), and describe what they can do to feel better at those times [A1.1 Emotions, 1.4 Relationships, 1.5 Self]. D2.5 Mental Health Literacy - Explain how understanding and being able to name their feelings (e.g., happy, relaxed, calm, uncomfortable, sad, angry, frustrated, scared, worried) can help in knowing when they might need to get help.

Lesson 14: Problem Solving 101	Problem-solving; decision-making; asking for help	A1.1 Identification and Management of Emotions - 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: if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully; Movement Competence: be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects; Healthy Living: show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like). A1.2 Stress Management and Coping - 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: dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so; Movement Competence: describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts; Healthy Living: in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help). A1.3 Positive Motivation and Perseverance - 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: understand the connection between getting a good sleep and feeling ready to participate; Movement Competence: show perseverance in exploring ways of using different body parts and balancing; Healthy Living: show appreciation for all the things their bodies can do). A1.5 Self-Awareness and Sense of Identity - 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: monitor their body's physical and mental responses when they are participating in a physical activity; Movement Competence: after jumping, consider what they did well as they tried to land in a stable position, and what they could do better; Healthy Living: complete a checklist to monitor their daily care of their teeth and explain how the checklist can help build their awareness of health habits that contribute to their overall health).
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Lesson 15: Small Steps, Big Difference	Kindness; helping others; positive action; community impact	A1.1 Identification and Management of Emotions - 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: <i>if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate fully;</i> Movement Competence: <i>be aware of the feelings they and their partner are experiencing as they work cooperatively to throw and catch objects of varying sizes, and respond by making adjustments in how they are sending the objects;</i> Healthy Living: <i>show understanding for the feelings of someone who is voicing objections and refusing to participate in an activity that they do not like).</i> A1.2 Stress Management and Coping - 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: <i>dress appropriately for outdoor activity, recognizing that they help themselves feel more comfortable by doing so;</i> Movement Competence: <i>describe the value of positive self-talk to help manage several variables when engaged in an activity, such as sending objects of different sizes, at different levels, using different body parts;</i> Healthy Living: <i>in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help).</i> A1.3 Positive Motivation and Perseverance - 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: <i>understand the connection between getting a good sleep and feeling ready to participate;</i> Movement Competence: <i>show perseverance in exploring ways of using different body parts and balancing;</i> Healthy Living: <i>show appreciation for all the things their bodies can do).</i>
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Grade 3 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Ruby the Copycat	Behaviour awareness; friendship; being yourself; good citizenship	A1.1 Identification and Management of Emotions - 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: when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; Movement Competence: when learning new activities, show awareness of self and others as they demonstrate fair play; Healthy Living: identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real). A1.2 Stress Management and Coping - 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 how being physically active can help to moderate strong feelings and emotions; Movement Competence: take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; Healthy Living: do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities). A1.3 Positive Motivation and Perseverance - 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. A1.4 Healthy Relationships - 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. D1.4 Human Development and Sexual Health - Identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]. A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and

		shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self].
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Lesson 2: Citizenship	Classroom citizenship; responsibility; respect; class treaty	A1.1 Identification and Management of Emotions - 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: when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; Movement Competence: when learning new activities, show awareness of self and others as they demonstrate fair play; Healthy Living: identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real). A1.2 Stress Management and Coping - 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 how being physically active can help to moderate strong feelings and emotions; Movement Competence: take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; Healthy Living: do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities). A1.3 Positive Motivation and Perseverance - 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. D1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of different types of legal and illegal substance use (e.g., dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and both the mental and physical impacts of problematic use of these substances on themselves and others (e.g., dependencies or addictions, relationship stresses, financial stresses, legal issues, health issues, environmental issues) [A1.4 Relationships, 1.5 Self]. D2.3 Substance use, Addictions, and Related Behaviours - Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances) [A1.5 Self, 1.6 Thinking]. A1.6 Critical and Creative Thinking - 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.
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		A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>), social-emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (e.g., <i>of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (e.g., <i>skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions</i>) and invisible differences (e.g., <i>learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self]. B3.1 Safety - 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., <i>self-monitoring, being in control of themselves and aware of their surroundings, cooperating with others, abiding by rules and playing fair, communicating positively to help others be safe, using equipment appropriately both in class and on the playground</i>) [A1.4 Relationships, 1.5 Self]. B3.2 Safety - Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity (e.g., <i>remain calm, stop all activity immediately and hold the equipment, ask an injured person if they need help, tell an adult what happened, avoid crowding the person who is injured</i>) [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]. D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol [A1.5 Self, 1.6 Thinking]. D2.2 Personal Safety and Injury Prevention - Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online (e.g., <i>guidelines for water safety; guidelines and protocols for safe drinking water; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe online communication; guidelines for personal hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general</i>) [A1.6 Thinking].
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Lesson 3: Kindness is Cooler	Acts of kindness; home, school and community; paying kindness forward	A1.1 Identification and Management of Emotions - 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: when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; Movement Competence: when learning new activities, show awareness of self and others as they demonstrate fair play; Healthy Living: identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real). A1.2 Stress Management and Coping - 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 how being physically active can help to moderate strong feelings and emotions; Movement Competence: take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; Healthy Living: do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities). A1.3 Positive Motivation and Perseverance - 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. D1.6 Mental Health Literacy - Explain how the brain responds (i.e., the brain's stress response – fight, flight, freeze) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions [A1.1 Emotions]. D1.5 Human Development and Sexual Health - Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.4 Mental Health Literacy - Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings [A1.1 Emotions]. A1.4 Healthy Relationships - 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.
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		D1.4 Human Development and Sexual Health - Identify the characteristics of healthy relationships (<i>e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest</i>) and describe ways of responding to bullying and other challenges (<i>e.g., exclusion, discrimination, peer pressure, abuse</i>) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]. A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (<i>e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (<i>e.g., of hair, skin, teeth, body size and shape</i>), social-emotional development (<i>e.g., of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (<i>e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (<i>e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions</i>) and invisible differences (<i>e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self]. B1.1 Active Participation - Actively participate in a wide variety of program activities (<i>e.g., activity centre and circuit activities, tag games, parachute activities</i>), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (<i>e.g., trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair</i>) [A1.3 Motivation, 1.5 Self]. B1.2 Active Participation - Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (<i>e.g., having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors</i>) as they participate in a wide variety of individual and small-group activities [A1.1 Emotions, 1.5 Self]. B1.3 Active Participation - Describe the physical and mental benefits of participating in physical activity every day. 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 (<i>e.g., moving to music at a variety of speeds during</i>
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		<i>warm-up, participating in a variety of dance activities, moving on scooter boards)</i> [A1.3 Motivation, 1.5 Self]. B2.2 Daily Physical Activity - Identify new capabilities and other benefits that may result from improved cardiorespiratory fitness (<i>e.g., being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity</i>) [A1.6 Thinking]. B2.3 Daily Physical Activity - Assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods (<i>e.g., talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity</i>)) [A1.5 Self, 1.6 Thinking]. B2.4 Daily Physical Activity - Develop and act on personal goals related to physical activity (<i>e.g., jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend</i>) [A1.3 Motivation, 1.5 Self, 1.6 Thinking].
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Lesson 4: Gossip	Power of words; rumours; responsible communication	A1.1 Identification and Management of Emotions - 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: when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; Movement Competence: when learning new activities, show awareness of self and others as they demonstrate fair play; Healthy Living: identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real). A1.2 Stress Management and Coping - 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 how being physically active can help to moderate strong feelings and emotions; Movement Competence: take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; Healthy Living: do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities). A1.3 Positive Motivation and Perseverance - 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. D1.6 Mental Health Literacy - Explain how the brain responds (i.e., the brain's stress response – fight, flight, freeze) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions [A1.1 Emotions]. D1.5 Human Development and Sexual Health - Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.4 Mental Health Literacy - Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings [A1.1 Emotions]. A1.4 Healthy Relationships - 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.
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		D1.4 Human Development and Sexual Health - Identify the characteristics of healthy relationships (e.g., <i>accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest</i>) and describe ways of responding to bullying and other challenges (e.g., <i>exclusion, discrimination, peer pressure, abuse</i>) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]. A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>), social-emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (e.g., <i>of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (e.g., <i>skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions</i>) and invisible differences (e.g., <i>learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self].
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Lesson 5: Just Kidding	Playful vs. hurtful teasing; respectful responses; kindness	D1.6 Mental Health Literacy - Explain how the brain responds (i.e., the brain's stress response – fight, flight, freeze) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions [A1.1 Emotions]. D1.5 Human Development and Sexual Health - Identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>), social-emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (e.g., <i>of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.4 Mental Health Literacy - Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., <i>transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet</i>) and identify ways to help them manage these feelings [A1.1 Emotions]. A1.4 Healthy Relationships - 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. D1.4 Human Development and Sexual Health - Identify the characteristics of healthy relationships (e.g., <i>accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest</i>) and describe ways of responding to bullying and other challenges (e.g., <i>exclusion, discrimination, peer pressure, abuse</i>) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]. A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>), social-emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (e.g., <i>of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (e.g., <i>skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions</i>) and invisible differences (e.g., <i>learning abilities,</i>
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	<i>skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self].</i> B1.1 Active Participation - Actively participate in a wide variety of program activities (<i>e.g., activity centre and circuit activities, tag games, parachute activities</i>), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (<i>e.g., trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair</i>) [A1.3 Motivation, 1.5 Self]. B1.2 Active Participation - Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (<i>e.g., having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors</i>) as they participate in a wide variety of individual and small-group activities [A1.1 Emotions, 1.5 Self]. B1.3 Active Participation - Describe the physical and mental benefits of participating in physical activity every day. 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 (<i>e.g., moving to music at a variety of speeds during warm-up, participating in a variety of dance activities, moving on scooter boards</i>) [A1.3 Motivation, 1.5 Self]. B2.2 Daily Physical Activity - Identify new capabilities and other benefits that may result from improved cardiorespiratory fitness (<i>e.g., being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity</i>) [A1.6 Thinking]. B2.3 Daily Physical Activity - Assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods (<i>e.g., talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity</i>) [A1.5 Self, 1.6 Thinking]. B2.4 Daily Physical Activity - Develop and act on personal goals related to physical activity (<i>e.g., jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend</i>) [A1.3 Motivation, 1.5 Self, 1.6 Thinking].
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Lesson 6: Teasing - Bystander Strategies	Bystander strategies; teasing prevention; helping others	A1.1 Identification and Management of Emotions - 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: when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; Movement Competence: when learning new activities, show awareness of self and others as they demonstrate fair play; Healthy Living: identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real). A1.2 Stress Management and Coping - 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 how being physically active can help to moderate strong feelings and emotions; Movement Competence: take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; Healthy Living: do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities). A1.3 Positive Motivation and Perseverance - 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. A1.4 Healthy Relationships - 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. D1.4 Human Development and Sexual Health - Identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]. A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept
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		<i>its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (e.g., <i>skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions</i>) and invisible differences (e.g., <i>learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self].
Lesson 7: The Invisible Boy	Belonging; inclusion; loneliness; small acts of kindness	A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>), social-emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (e.g., <i>of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (e.g., <i>skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions</i>) and invisible differences (e.g., <i>learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self].

Lesson 8: Spread the Love	Peer appreciation; positive qualities; teamwork; encouragement	A1.4 Healthy Relationships - 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. D1.4 Human Development and Sexual Health - Identify the characteristics of healthy relationships (<i>e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest</i>) and describe ways of responding to bullying and other challenges (<i>e.g., exclusion, discrimination, peer pressure, abuse</i>) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]. A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (<i>e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (<i>e.g., of hair, skin, teeth, body size and shape</i>), social-emotional development (<i>e.g., of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (<i>e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (<i>e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions</i>) and invisible differences (<i>e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self].
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Lesson 9: Act It Out	Feeling left out; inclusion strategies; calm responses	A1.1 Identification and Management of Emotions - 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: when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; Movement Competence: when learning new activities, show awareness of self and others as they demonstrate fair play; Healthy Living: identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real). A1.2 Stress Management and Coping - 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 how being physically active can help to moderate strong feelings and emotions; Movement Competence: take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; Healthy Living: do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities). A1.3 Positive Motivation and Perseverance - 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. A1.4 Healthy Relationships - 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. D1.4 Human Development and Sexual Health - Identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]. D1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of different types of legal and illegal substance use (e.g., dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and both the mental and physical impacts of problematic use of these substances on themselves and others (e.g., dependencies or addictions, relationship stresses, financial stresses, legal issues, health issues, environmental issues) [A1.4 Relationships, 1.5 Self]. D2.3 Substance use, Addictions, and Related Behaviours - Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered
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		(e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances) [A1.5 Self, 1.6 Thinking]. A1.6 Critical and Creative Thinking - 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. A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self]. B3.2 Safety - Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity (e.g., remain calm, stop all activity immediately and hold the equipment, ask an injured person if they need help, tell an adult what happened, avoid crowding the person who is injured) [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]. D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol [A1.5 Self, 1.6 Thinking]. D2.2 Personal Safety and Injury Prevention - Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online (e.g., guidelines for water safety; guidelines and protocols for safe drinking water; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe online communication;
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		guidelines for personal hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [A1.6 Thinking].
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Lesson 10: People Search	Visibility; belonging; getting to know classmates; inclusion	A1.1 Identification and Management of Emotions - 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: <i>when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; Movement Competence: <i>when learning new activities, show awareness of self and others as they demonstrate fair play; Healthy Living: <i>identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real).</i></i></i> A1.2 Stress Management and Coping - 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: <i>explain how being physically active can help to moderate strong feelings and emotions; Movement Competence: <i>take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; Healthy Living: <i>do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities).</i></i></i> A1.3 Positive Motivation and Perseverance - 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. A1.4 Healthy Relationships - 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. D1.4 Human Development and Sexual Health - Identify the characteristics of healthy relationships (e.g., <i>accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest</i>) and describe ways of responding to bullying and other challenges (e.g., <i>exclusion, discrimination, peer pressure, abuse</i>) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]. D1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of different types of legal and illegal substance use (e.g., <i>dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits</i>) and both the mental and physical impacts of problematic use of these substances on themselves and others (e.g., <i>dependencies or addictions, relationship stresses, financial stresses, legal issues, health issues, environmental issues</i>) [A1.4 Relationships, 1.5 Self]. D2.3 Substance use, Addictions, and Related Behaviours - Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered
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		(e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances) [A1.5 Self, 1.6 Thinking]. A1.6 Critical and Creative Thinking - 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. A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self]. B3.2 Safety - Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity (e.g., remain calm, stop all activity immediately and hold the equipment, ask an injured person if they need help, tell an adult what happened, avoid crowding the person who is injured) [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]. D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol [A1.5 Self, 1.6 Thinking]. D2.2 Personal Safety and Injury Prevention - Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online (e.g., guidelines for water safety; guidelines and protocols for safe drinking water; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe online communication;
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		guidelines for personal hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [A1.6 Thinking].
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Lesson 11: A Walk in the Rain with a Brain	Unique talents; brain differences; strengths; self-awareness	A1.1 Identification and Management of Emotions - 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: when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; Movement Competence: when learning new activities, show awareness of self and others as they demonstrate fair play; Healthy Living: identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real). A1.2 Stress Management and Coping - 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 how being physically active can help to moderate strong feelings and emotions; Movement Competence: take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; Healthy Living: do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities). A1.3 Positive Motivation and Perseverance - 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. D1.1 Healthy Eating - Demonstrate an understanding of how the origins of food (e.g., where the food is grown, harvested, trapped, fished, or hunted; whether and how it is processed or prepared) affect its nutritional value and how those factors and others (e.g., the way we consume and dispose of food) can affect the environment [A1.6 Thinking]. D2.1 Healthy Eating - Demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health [A1.3 Motivation, 1.5 Self]. D3.1 Healthy Eating - Explain how local foods and foods from various cultures (e.g., berries, curries, chapatis, lychees, kale, lentils, corn, naan, wild game, fish, tourtière) can be used to expand their range of healthy eating choices [A1.6 Thinking]. D1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of different types of legal and illegal substance use (e.g., dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and both the mental and physical impacts of problematic use of these substances on themselves and others (e.g., dependencies or addictions, relationship stresses, financial stresses, legal issues, health issues, environmental issues) [A1.4 Relationships, 1.5 Self]. D2.3 Substance use, Addictions, and Related Behaviours - Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (e.g., short-term use of medications can be helpful for an illness, but misuse of some
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		<i>medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances)</i> [A1.5 Self, 1.6 Thinking]. B1.1 Active Participation - Actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair) [A1.3 Motivation, 1.5 Self]. B1.2 Active Participation - Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors) as they participate in a wide variety of individual and small-group activities [A1.1 Emotions, 1.5 Self]. B1.3 Active Participation - Describe the physical and mental benefits of participating in physical activity every day. 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., moving to music at a variety of speeds during warm-up, participating in a variety of dance activities, moving on scooter boards) [A1.3 Motivation, 1.5 Self]. B2.2 Daily Physical Activity - Identify new capabilities and other benefits that may result from improved cardiorespiratory fitness (e.g., being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity) [A1.6 Thinking]. B2.3 Daily Physical Activity - Assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods (e.g., talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity)) [A1.5 Self, 1.6 Thinking]. B2.4 Daily Physical Activity - Develop and act on personal goals related to physical activity (e.g., jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend) [A1.3 Motivation, 1.5 Self, 1.6 Thinking].
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Lesson 12: Positive Thoughts, Words and Actions	Thoughts, words and actions; brain health; positive interactions	A1.4 Healthy Relationships - 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. D1.4 Human Development and Sexual Health - Identify the characteristics of healthy relationships (<i>e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest</i>) and describe ways of responding to bullying and other challenges (<i>e.g., exclusion, discrimination, peer pressure, abuse</i>) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]. D1.1 Healthy Eating - Demonstrate an understanding of how the origins of food (<i>e.g., where the food is grown, harvested, trapped, fished, or hunted; whether and how it is processed or prepared</i>) affect its nutritional value and how those factors and others (<i>e.g., the way we consume and dispose of food</i>) can affect the environment [A1.6 Thinking]. D2.1 Healthy Eating - Demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health [A1.3 Motivation, 1.5 Self]. D3.1 Healthy Eating - Explain how local foods and foods from various cultures (<i>e.g., berries, curries, chapatis, lychees, kale, lentils, corn, naan, wild game, fish, tourtière</i>) can be used to expand their range of healthy eating choices [A1.6 Thinking]. D1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of different types of legal and illegal substance use (<i>e.g., dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits</i>) and both the mental and physical impacts of problematic use of these substances on themselves and others (<i>e.g., dependencies or addictions, relationship stresses, financial stresses, legal issues, health issues, environmental issues</i>) [A1.4 Relationships, 1.5 Self]. D2.3 Substance use, Addictions, and Related Behaviours - Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (<i>e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances</i>) [A1.5 Self, 1.6 Thinking]. A1.5 Self Awareness and Sense of Identity - 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.
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		D1.5 Human Development and Sexual Health - Identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>), social-emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (e.g., <i>of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (e.g., <i>skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions</i>) and invisible differences (e.g., <i>learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self]. B1.1 Active Participation - Actively participate in a wide variety of program activities (e.g., <i>activity centre and circuit activities, tag games, parachute activities</i>), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., <i>trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair</i>) [A1.3 Motivation, 1.5 Self]. B1.2 Active Participation - Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., <i>having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors</i>) as they participate in a wide variety of individual and small-group activities [A1.1 Emotions, 1.5 Self]. B1.3 Active Participation - Describe the physical and mental benefits of participating in physical activity every day. 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., <i>moving to music at a variety of speeds during warm-up, participating in a variety of dance activities, moving on scooter boards</i>) [A1.3 Motivation, 1.5 Self]. B2.2 Daily Physical Activity - Identify new capabilities and other benefits that may result from improved cardiorespiratory fitness (e.g., <i>being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity</i>) [A1.6 Thinking]. B2.3 Daily Physical Activity - Assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods (e.g., <i>talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity</i>) [A1.5 Self, 1.6 Thinking].
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		B2.4 Daily Physical Activity - Develop and act on personal goals related to physical activity (e.g., <i>jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend</i>) [A1.3 Motivation, 1.5 Self, 1.6 Thinking].
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Lesson 13: Setting Goals	Strengths; brain growth; short-term goals; action planning	D1.1 Healthy Eating - Demonstrate an understanding of how the origins of food (<i>e.g., where the food is grown, harvested, trapped, fished, or hunted; whether and how it is processed or prepared</i>) affect its nutritional value and how those factors and others (<i>e.g., the way we consume and dispose of food</i>) can affect the environment [A1.6 Thinking]. D2.1 Healthy Eating - Demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health [A1.3 Motivation, 1.5 Self]. D3.1 Healthy Eating - Explain how local foods and foods from various cultures (<i>e.g., berries, curries, chapatis, lychees, kale, lentils, corn, naan, wild game, fish, tourtière</i>) can be used to expand their range of healthy eating choices [A1.6 Thinking]. D1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of different types of legal and illegal substance use (<i>e.g., dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits</i>) and both the mental and physical impacts of problematic use of these substances on themselves and others (<i>e.g., dependencies or addictions, relationship stresses, financial stresses, legal issues, health issues, environmental issues</i>) [A1.4 Relationships, 1.5 Self]. D2.3 Substance use, Addictions, and Related Behaviours - Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (<i>e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances</i>) [A1.5 Self, 1.6 Thinking]. B1.1 Active Participation - Actively participate in a wide variety of program activities (<i>e.g., activity centre and circuit activities, tag games, parachute activities</i>), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (<i>e.g., trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair</i>) [A1.3 Motivation, 1.5 Self]. B1.2 Active Participation - Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (<i>e.g., having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors</i>) as they participate in a wide variety of individual and small-group activities [A1.1 Emotions, 1.5 Self]. B1.3 Active Participation - Describe the physical and mental benefits of participating in physical activity every day. 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
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		minimum of twenty minutes each day (<i>e.g., moving to music at a variety of speeds during warm-up, participating in a variety of dance activities, moving on scooter boards</i>) [A1.3 Motivation, 1.5 Self]. B2.2 Daily Physical Activity - Identify new capabilities and other benefits that may result from improved cardiorespiratory fitness (<i>e.g., being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity</i>) [A1.6 Thinking]. B2.3 Daily Physical Activity - Assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods (<i>e.g., talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity</i>)) [A1.5 Self, 1.6 Thinking]. B2.4 Daily Physical Activity - Develop and act on personal goals related to physical activity (<i>e.g., jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend</i>) [A1.3 Motivation, 1.5 Self, 1.6 Thinking].
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Lesson 14: Bubblegum Brain	Growth mindset; flexible thinking; fixed vs. growth mindset	A1.1 Identification and Management of Emotions - 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: <i>when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; Movement Competence:</i> <i>when learning new activities, show awareness of self and others as they demonstrate fair play; Healthy Living:</i> <i>identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real</i>). A1.2 Stress Management and Coping - 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: <i>explain how being physically active can help to moderate strong feelings and emotions; Movement Competence:</i> <i>take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; Healthy Living:</i> <i>do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities</i>). A1.3 Positive Motivation and Perseverance - 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. D1.6 Mental Health Literacy - Explain how the brain responds (i.e., the brain's stress response – fight, flight, freeze) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions [A1.1 Emotions]. D1.5 Human Development and Sexual Health - Identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>), social-emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (e.g., <i>of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.4 Mental Health Literacy - Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., <i>transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet</i>) and identify ways to help them manage these feelings [A1.1 Emotions]. A1.4 Healthy Relationships - 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.
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		D1.4 Human Development and Sexual Health - Identify the characteristics of healthy relationships (e.g., <i>accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest</i>) and describe ways of responding to bullying and other challenges (e.g., <i>exclusion, discrimination, peer pressure, abuse</i>) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]. D1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of different types of legal and illegal substance use (e.g., <i>dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits</i>) and both the mental and physical impacts of problematic use of these substances on themselves and others (e.g., <i>dependencies or addictions, relationship stresses, financial stresses, legal issues, health issues, environmental issues</i>) [A1.4 Relationships, 1.5 Self]. D2.3 Substance use, Addictions, and Related Behaviours - Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (e.g., <i>short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances</i>) [A1.5 Self, 1.6 Thinking]. A1.6 Critical and Creative Thinking - 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. A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>), social-emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (e.g., <i>of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (e.g., <i>skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions</i>) and invisible differences (e.g., <i>learning abilities,</i>
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		<i>skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self]. B3.2 Safety - Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity (<i>e.g., remain calm, stop all activity immediately and hold the equipment, ask an injured person if they need help, tell an adult what happened, avoid crowding the person who is injured</i>) [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]. D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol [A1.5 Self, 1.6 Thinking]. D2.2 Personal Safety and Injury Prevention - Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online (<i>e.g., guidelines for water safety; guidelines and protocols for safe drinking water; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe online communication; guidelines for personal hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general</i>) [A1.6 Thinking].
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Lesson 15: The Power of YET	Optimistic thinking; growth mindset; positive perspective; resilience	A1.1 Identification and Management of Emotions - 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: when helping others observe safety rules, be aware of their feelings and speak in a positive and supportive way; Movement Competence: when learning new activities, show awareness of self and others as they demonstrate fair play; Healthy Living: identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real). A1.2 Stress Management and Coping - 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 how being physically active can help to moderate strong feelings and emotions; Movement Competence: take a deep breath to centre themselves when feeling overwhelmed or nervous about performing a new skill; Healthy Living: do their best to make sure that they are getting enough sleep and eating in healthy ways to help them meet daily challenges and participate fully in activities). A1.3 Positive Motivation and Perseverance - 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. A1.4 Healthy Relationships - 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. D1.4 Human Development and Sexual Health - Identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]. D1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of different types of legal and illegal substance use (e.g., dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and both the mental and physical impacts of problematic use of these substances on themselves and others (e.g., dependencies or addictions, relationship stresses, financial stresses, legal issues, health issues, environmental issues) [A1.4 Relationships, 1.5 Self]. D2.3 Substance use, Addictions, and Related Behaviours - Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered
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		(e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances) [A1.5 Self, 1.6 Thinking]. A1.6 Critical and Creative Thinking - 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. A1.5 Self Awareness and Sense of Identity - 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. D1.5 Human Development and Sexual Health - Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]. D3.3 Human Development and Sexual Health - Describe how visible differences (e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self]. B3.2 Safety - Describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity (e.g., remain calm, stop all activity immediately and hold the equipment, ask an injured person if they need help, tell an adult what happened, avoid crowding the person who is injured) [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]. D1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol [A1.5 Self, 1.6 Thinking]. D2.2 Personal Safety and Injury Prevention - Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online (e.g., guidelines for water safety; guidelines and protocols for safe drinking water; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe online communication;
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		guidelines for personal hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [A1.6 Thinking].
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Grade 4 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Self Awareness	Self-awareness; identity; personal qualities; uniqueness	A1.1 Identification and Management of Emotions - 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: recognize feelings of happiness or satisfaction when doing physical activities and keep those feelings in mind when setting goals for fitness and health; Movement Competence: manage emotions such as frustration or excitement while playing games in a small group – for example, by identifying that they are frustrated or excited and taking a breath or a quick time-out in order to moderate their feelings; Healthy Living: identify new feelings they may experience with the onset of puberty). A1.2 Stress Management and Coping - 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: describe how joining a school-wide activity such as an intramural team or club can help them manage stress and cope with challenges by building social connections; Movement Competence: choose equipment that provides an appropriate level of challenge and support to help them succeed in learning or refining a skill; Healthy Living: describe how knowing about the physical and emotional changes that will come with puberty can help them cope with those changes when they occur). A1.3 Positive Motivation and Perseverance - 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. A1.4 Healthy Relationships - 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. A1.5 Self-Awareness and Sense of Identity - 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.

Lesson 2: Character Strengths	Character strengths; self-reflection; positive attributes	A1.1 Identification and Management of Emotions - 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: recognize feelings of happiness or satisfaction when doing physical activities and keep those feelings in mind when setting goals for fitness and health; Movement Competence: manage emotions such as frustration or excitement while playing games in a small group – for example, by identifying that they are frustrated or excited and taking a breath or a quick time-out in order to moderate their feelings; Healthy Living: identify new feelings they may experience with the onset of puberty). A1.2 Stress Management and Coping - 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: describe how joining a school-wide activity such as an intramural team or club can help them manage stress and cope with challenges by building social connections; Movement Competence: choose equipment that provides an appropriate level of challenge and support to help them succeed in learning or refining a skill; Healthy Living: describe how knowing about the physical and emotional changes that will come with puberty can help them cope with those changes when they occur). A1.3 Positive Motivation and Perseverance - 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. A1.4 Healthy Relationships - 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. A1.5 Self-Awareness and Sense of Identity - 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. B3.1 Safety - 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., cooperating with others, monitoring their own actions and maintaining control of their bodies and equipment, using equipment such as hula hoops and playground apparatus appropriately, ensuring all chairs are pushed in before beginning DPA in the classroom). D1.2 Personal Safety and Injury Prevention - Identify risks associated with the use of communications technology, including Internet use, texting, and gaming (e.g., difficulty developing healthy interpersonal skills and relationships offline; spending too much time online and not enough with family and friends; exposure to online predators; experiencing social isolation, depressed mood, preoccupation with comparing themselves to others and seeking validation, unhealthy sleeping patterns, and other risks to mental health), and describe precautions and strategies for using these technologies safely. D1.3 Personal Safety and Injury Prevention - Describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding. D2.2 Personal Safety and Injury Prevention - apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations.
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		D2.5 Mental Health Literacy - Demonstrate an understanding of how choices they make every day can have a positive impact on their mental health (e.g., <i>taking time to identify what they are feeling [doing a “self check-in” regarding feelings]; getting adequate sleep; engaging in genuine, face-to-face social interaction; being physically active; using mindfulness strategies; having connections to responsible, caring adults; taking part in something “bigger” than themselves that involves giving back to the community</i>). D3.3 Mental Health Literacy - Demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control (e.g., <i>peer relationships, maintaining life balance</i>), as well as to adapt to challenging situations over which they have less immediate influence (e.g., <i>moving to a new home, family stresses, environmental stresses</i>).
Lesson 3: Gratitude	Gratitude; positive emotions; thankfulness; classroom community	
Lesson 4: Flexible Thinking	Flexible thinking; healthy choices; problem-solving; positive mindset	

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Lesson 5: Problem Solving	Problem-solving steps; identifying the true problem; choosing solutions	B3.1 Safety - 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 (<i>e.g., cooperating with others, monitoring their own actions and maintaining control of their bodies and equipment, using equipment such as hula hoops and playground apparatus appropriately, ensuring all chairs are pushed in before beginning DPA in the classroom</i>). D1.2 Personal Safety and Injury Prevention - Identify risks associated with the use of communications technology, including Internet use, texting, and gaming (<i>e.g., difficulty developing healthy interpersonal skills and relationships offline; spending too much time online and not enough with family and friends; exposure to online predators; experiencing social isolation, depressed mood, preoccupation with comparing themselves to others and seeking validation, unhealthy sleeping patterns, and other risks to mental health</i>), and describe precautions and strategies for using these technologies safely. D1.3 Personal Safety and Injury Prevention - Describe various types of bullying, abuse, and other non-consensual behaviour (<i>e.g., social, emotional, physical, verbal</i>), including cyberbullying (<i>e.g., via social media, apps, e-mail, text messaging, chat rooms, websites</i>), and identify the impacts they can have and appropriate ways of responding. D2.2 Personal Safety and Injury Prevention - apply a decision-making process (<i>e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time</i>) to assess risks and make safe decisions in a variety of situations. C2.1 Movement Strategies - Demonstrate an understanding of the basic components of physical activities (<i>e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette</i>), and apply this understanding as they participate in a variety of physical activities. D1.3 Personal Safety and Injury Prevention - Describe various types of bullying, abuse, and other non-consensual behaviour (<i>e.g., social, emotional, physical, verbal</i>), including cyberbullying (<i>e.g., via social media, apps, e-mail, text messaging, chat rooms, websites</i>), and identify the impacts they can have and appropriate ways of responding. D1.4 Substance Use, Addictions, and Related Behaviours - Identify substances (<i>e.g., nicotine, carbon monoxide, tar</i>) found in tobacco and vaping products (<i>e.g., cigarettes, e-cigarettes, cigars, pipe tobacco, chewing tobacco, snuff</i>) and smoke, and describe their effects on health. D2.3 Substance Use, Addictions and Related Behaviours - Demonstrate the ability to make and support healthy, informed choices about smoking and vaping, using their understanding of factors that affect decisions about smoking and vaping and a variety of social-emotional learning skills (<i>e.g., applying decision-making, assertiveness, and refusal skills; considering alternative coping strategies for stressful situations; thinking in advance about values, cultural beliefs, and personal choices; identifying the pros and cons of both making a change and not making a change; being aware of peer pressure; avoiding situations where people will be smoking or vaping; using conversational strategies, such as saying no strongly and clearly, giving reasons, changing the topic, making a joke, asking a question</i>). D3.2 Substance Use, Addictions and Related Behaviours - Describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them, and the effects of vaping.
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Lesson 6: Conflict Resolution	Win-win solutions; resolving disagreements; cooperation	A1.1 Identification and Management of Emotions - 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: recognize feelings of happiness or satisfaction when doing physical activities and keep those feelings in mind when setting goals for fitness and health; Movement Competence: manage emotions such as frustration or excitement while playing games in a small group – for example, by identifying that they are frustrated or excited and taking a breath or a quick time-out in order to moderate their feelings; Healthy Living: identify new feelings they may experience with the onset of puberty). A1.2 Stress Management and Coping - 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: describe how joining a school-wide activity such as an intramural team or club can help them manage stress and cope with challenges by building social connections; Movement Competence: choose equipment that provides an appropriate level of challenge and support to help them succeed in learning or refining a skill; Healthy Living: describe how knowing about the physical and emotional changes that will come with puberty can help them cope with those changes when they occur). A1.3 Positive Motivation and Perseverance - 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. A1.4 Healthy Relationships - 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. A1.5 Self-Awareness and Sense of Identity - 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. B1.1 Active Participation - Actively participate in a wide variety of program activities (e.g., lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., taking the initiative to be involved in the activity, being open to playing different positions and playing in different groups, respecting others' ideas and opinions, encouraging others, speaking kindly, maintaining self-control at all times). C2.1 Movement Strategies - 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. D1.3 Personal Safety and Injury Prevention - Describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding.
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Lesson 7: Apologizing	Sincere apologies; accountability; repairing harm	C2.1 Movement Strategies - 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. D1.3 Personal Safety and Injury Prevention - Describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding.
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Lesson 8: Active Listening	Listening skills; verbal/nonverbal communication; respectful conversation	A1.1 Identification and Management of Emotions - 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: recognize feelings of happiness or satisfaction when doing physical activities and keep those feelings in mind when setting goals for fitness and health; Movement Competence: manage emotions such as frustration or excitement while playing games in a small group – for example, by identifying that they are frustrated or excited and taking a breath or a quick time-out in order to moderate their feelings; Healthy Living: identify new feelings they may experience with the onset of puberty). A1.2 Stress Management and Coping - 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: describe how joining a school-wide activity such as an intramural team or club can help them manage stress and cope with challenges by building social connections; Movement Competence: choose equipment that provides an appropriate level of challenge and support to help them succeed in learning or refining a skill; Healthy Living: describe how knowing about the physical and emotional changes that will come with puberty can help them cope with those changes when they occur). A1.3 Positive Motivation and Perseverance - 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. A1.4 Healthy Relationships - 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. A1.5 Self-Awareness and Sense of Identity - 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. B1.1 Active Participation - Actively participate in a wide variety of program activities (e.g., lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., taking the initiative to be involved in the activity, being open to playing different positions and playing in different groups, respecting others' ideas and opinions, encouraging others, speaking kindly, maintaining self-control at all times). C2.1 Movement Strategies - 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. D1.3 Personal Safety and Injury Prevention - Describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding.
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Grade 5 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Friendship Traits	Friendship qualities; positive/negative traits; vocabulary; healthy relationships	A1.1 Identification and Management of Emotions - 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., <i>Active Living: demonstrate awareness that feeling confident and included can affect a person's motivation to participate in physical activities; Movement Competence: describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy, and excitement; Healthy Living: describe how they would be able to tell if a person is feeling threatened by someone, and identify the actions they could take, as a bystander, to help that person.</i> A1.3 Positive Motivation and Perseverance - 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., <i>Active Living: reframe their mindset to focus on strengths when establishing fitness goals; Movement Competence: when developing a routine involving balls and locomotor movements, strive to include new elements that they've never tried before; Healthy Living: take time to reflect on an event that caused them disappointment, and describe another way they might view that event).</i> A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity).</i> D2.4 Human Development and Sexual Health - Identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., <i>self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities), and how these factors can support their personal health and well-being.</i> D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders).</i>

Lesson 2: A Good Friend	Healthy friendship qualities; self-respect; boundaries; choosing supportive friends	A1.3 Positive Motivation and Perseverance - 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: <i>reframe their mindset to focus on strengths when establishing fitness goals; Movement Competence:</i> <i>when developing a routine involving balls and locomotor movements, strive to include new elements that they've never tried before; Healthy Living:</i> <i>take time to reflect on an event that caused them disappointment, and describe another way they might view that event</i>). A1.4 Healthy Relationships - 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. B3.1 Safety - 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., <i>demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ensuring that their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition</i>). D1.1 Personal Safety and Injury Prevention - Identify trusted people (e.g., <i>parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches</i>) and support services (e.g., <i>help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services</i>) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations. D2.2 Personal Safety and Injury Prevention - Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., <i>self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills</i>) and safety strategies (e.g., <i>having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses</i>). D3.2 Personal Safety and Injury Prevention - Explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation (e.g., <i>negative actions such as name calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating</i>). A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner's ideas when working with them to create a developmental</i>
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	<i>gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity).</i> D2.4 Human Development and Sexual Health - Identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (<i>e.g., self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities</i>), and how these factors can support their personal health and well-being. D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (<i>e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (<i>e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>).
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Lesson 3: Friendship Self-Reflection	Self-reflection; personal friendship strengths/challenges; improving relationships	A1.3 Positive Motivation and Perseverance - 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: <i>reframe their mindset to focus on strengths when establishing fitness goals; Movement Competence:</i> <i>when developing a routine involving balls and locomotor movements, strive to include new elements that they've never tried before; Healthy Living:</i> <i>take time to reflect on an event that caused them disappointment, and describe another way they might view that event</i>). A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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., <i>Active Living:</i> <i>work collaboratively with peers by taking turns leading warm-up activities; Movement Competence:</i> <i>listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living:</i> <i>show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity</i>). D2.4 Human Development and Sexual Health - Identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., <i>self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities</i>), and how these factors can support their personal health and well-being. D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., <i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>).
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Lesson 4: My Friendship Bullseye	Support systems; circles of connection; emotional/social/physical supports	A1.1 Identification and Management of Emotions - 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., <i>Active Living: demonstrate awareness that feeling confident and included can affect a person's motivation to participate in physical activities; Movement Competence: describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy, and excitement; Healthy Living: describe how they would be able to tell if a person is feeling threatened by someone, and identify the actions they could take, as a bystander, to help that person.</i> A1.3 Positive Motivation and Perseverance - 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., <i>Active Living: reframe their mindset to focus on strengths when establishing fitness goals; Movement Competence: when developing a routine involving balls and locomotor movements, strive to include new elements that they've never tried before; Healthy Living: take time to reflect on an event that caused them disappointment, and describe another way they might view that event).</i> A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity).</i> D2.4 Human Development and Sexual Health - Identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., <i>self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities), and how these factors can support their personal health and well-being.</i> D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders).</i>
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Lesson 5: Our Classroom Community	Classroom community; respect; inclusion; valuing differences	A1.3 Positive Motivation and Perseverance - 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: <i>reframe their mindset to focus on strengths when establishing fitness goals; Movement Competence:</i> <i>when developing a routine involving balls and locomotor movements, strive to include new elements that they've never tried before; Healthy Living:</i> <i>take time to reflect on an event that caused them disappointment, and describe another way they might view that event</i>). A1.4 Healthy Relationships - 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. A1.5 Self-Awareness and Sense of Identity - 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: <i>monitor progress towards meeting their fitness goals, noting improvements and/or areas that need work; Movement Competence:</i> <i>describe how knowing their strengths and areas for improvement can help when they are learning new skills; Healthy Living:</i> <i>describe things to think about when determining how they can help a friend who might be experiencing mental health challenges, and identify the boundaries and limits on what they can do on their own and when they might need to get help from a caring adult</i>). B1.1 Active Participation - Actively participate in a wide variety of program activities (e.g., <i>lead-up games, recreational activities, fitness and endurance activities, dance</i>), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., <i>encouraging others with positive comments, displaying fair play by respecting the decisions of others</i>). B1.2 Active Participation - Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., <i>having the opportunity to modify games to make them more inclusive and to increase opportunities for participation, being exposed to new and different activities such as rubber chicken tag, having the opportunity to respond creatively to music and poetry, being able to take part in activities that emphasize healthy competition with themselves and others, having access to play spaces that are clean and attractive</i>), as they participate in a wide variety of individual and small-group activities and lead-up game. B3.1 Safety - 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., <i>demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ensuring that their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition</i>). D1.1 Personal Safety and Injury Prevention - Identify trusted people (e.g., <i>parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches</i>) and support services (e.g., <i>help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services</i>) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations. D2.2 Personal Safety and Injury Prevention - Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., <i>self-awareness skills, including</i>
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		<i>self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses).</i> D3.2 Personal Safety and Injury Prevention - Explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation (e.g., <i>negative actions such as name calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating).</i> A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity).</i> D2.4 Human Development and Sexual Health - Identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., <i>self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities), and how these factors can support their personal health and well-being.</i> D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders).</i>
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Lesson 6: Facial Expressions	Emotions; nonverbal cues; recognizing feelings in self and others	A1.1 Identification and Management of Emotions - 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., <i>Active Living: demonstrate awareness that feeling confident and included can affect a person's motivation to participate in physical activities; Movement Competence: describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy, and excitement; Healthy Living: describe how they would be able to tell if a person is feeling threatened by someone, and identify the actions they could take, as a bystander, to help that person.</i>
Lesson 7: Whole Body Listening	Active listening; body language; respect; empathy	A1.1 Identification and Management of Emotions - 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., <i>Active Living: demonstrate awareness that feeling confident and included can affect a person's motivation to participate in physical activities; Movement Competence: describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy, and excitement; Healthy Living: describe how they would be able to tell if a person is feeling threatened by someone, and identify the actions they could take, as a bystander, to help that person.</i> D2.6 Mental Health Literacy - Demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support. D3.4 Mental Health Literacy - Demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma.

Lesson 8: Conflict Strategies	Conflict resolution; decision making; pros/cons; choosing healthy strategies	A1.3 Positive Motivation and Perseverance - 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: <i>reframe their mindset to focus on strengths when establishing fitness goals; Movement Competence:</i> <i>when developing a routine involving balls and locomotor movements, strive to include new elements that they've never tried before; Healthy Living:</i> <i>take time to reflect on an event that caused them disappointment, and describe another way they might view that event</i>). A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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., <i>Active Living:</i> <i>work collaboratively with peers by taking turns leading warm-up activities; Movement Competence:</i> <i>listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living:</i> <i>show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity</i>). D2.4 Human Development and Sexual Health - Identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., <i>self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities</i>), and how these factors can support their personal health and well-being. D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., <i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>).
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Lesson 9: Compliments	Genuine compliments; positive peer influence; kindness; character strengths	A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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 (<i>e.g., Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity</i>). D2.4 Human Development and Sexual Health - Identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (<i>e.g., self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities</i>), and how these factors can support their personal health and well-being. D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (<i>e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (<i>e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>).
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Lesson 10: Respect	Respect for self and others; Golden Rule; discussion; values	B3.1 Safety - 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., <i>demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ensuring that their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition</i>). D1.1 Personal Safety and Injury Prevention - Identify trusted people (e.g., <i>parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches</i>) and support services (e.g., <i>help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services</i>) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations. D2.2 Personal Safety and Injury Prevention - Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., <i>self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills</i>) and safety strategies (e.g., <i>having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses</i>). D3.2 Personal Safety and Injury Prevention - Explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation (e.g., <i>negative actions such as name calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating</i>). A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity</i>). D2.4 Human Development and Sexual Health - Identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., <i>self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities</i>), and how these factors can support their personal health and well-being.
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Lesson 11: Mick E. and Me	Self-awareness; similarities/differences; identity; connection	A1.1 Identification and Management of Emotions - 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., <i>Active Living: demonstrate awareness that feeling confident and included can affect a person's motivation to participate in physical activities; Movement Competence: describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy, and excitement; Healthy Living: describe how they would be able to tell if a person is feeling threatened by someone, and identify the actions they could take, as a bystander, to help that person.</i> A1.3 Positive Motivation and Perseverance - 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., <i>Active Living: reframe their mindset to focus on strengths when establishing fitness goals; Movement Competence: when developing a routine involving balls and locomotor movements, strive to include new elements that they've never tried before; Healthy Living: take time to reflect on an event that caused them disappointment, and describe another way they might view that event).</i> A1.4 Healthy Relationships - 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. A1.5 Self-Awareness and Sense of Identity - 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., <i>Active Living: monitor progress towards meeting their fitness goals, noting improvements and/or areas that need work; Movement Competence: describe how knowing their strengths and areas for improvement can help when they are learning new skills; Healthy Living: describe things to think about when determining how they can help a friend who might be experiencing mental health challenges, and identify the boundaries and limits on what they can do on their own and when they might need to get help from a caring adult).</i> B3.1 Safety - 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., <i>demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ensuring that their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition).</i> D1.1 Personal Safety and Injury Prevention - Identify trusted people (e.g., <i>parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches</i>) and support services (e.g., <i>help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services</i>) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations. D2.2 Personal Safety and Injury Prevention - Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., <i>self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills</i>) and safety strategies (e.g., <i>having a plan and thinking before acting; looking confident, being aware of their surroundings</i>
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Lesson 12: My Personal Profile	Interests; strengths; characteristics; self-awareness; peer connection	A1.1 Identification and Management of Emotions - 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., <i>Active Living: demonstrate awareness that feeling confident and included can affect a person's motivation to participate in physical activities; Movement Competence: describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy, and excitement; Healthy Living: describe how they would be able to tell if a person is feeling threatened by someone, and identify the actions they could take, as a bystander, to help that person.</i> A1.3 Positive Motivation and Perseverance - 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., <i>Active Living: reframe their mindset to focus on strengths when establishing fitness goals; Movement Competence: when developing a routine involving balls and locomotor movements, strive to include new elements that they've never tried before; Healthy Living: take time to reflect on an event that caused them disappointment, and describe another way they might view that event).</i> A1.4 Healthy Relationships - 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. A1.5 Self-Awareness and Sense of Identity - 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., <i>Active Living: monitor progress towards meeting their fitness goals, noting improvements and/or areas that need work; Movement Competence: describe how knowing their strengths and areas for improvement can help when they are learning new skills; Healthy Living: describe things to think about when determining how they can help a friend who might be experiencing mental health challenges, and identify the boundaries and limits on what they can do on their own and when they might need to get help from a caring adult).</i> D2.6 Mental Health Literacy - Demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support. D3.4 Mental Health Literacy - Demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma.
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Lesson 13: Feelings and Emotions	Emotion vocabulary; how feelings look/sound/feel; emotional awareness	A1.1 Identification and Management of Emotions - 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: demonstrate awareness that feeling confident and included can affect a person's motivation to participate in physical activities; Movement Competence: describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy, and excitement; Healthy Living: describe how they would be able to tell if a person is feeling threatened by someone, and identify the actions they could take, as a bystander, to help that person). A1.2 Stress Management and Coping - 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: use problem-solving strategies to make physical activities that seem difficult more fun and interesting; Movement Competence: explain how trying different approaches, such as adjusting body position or speed, can help them maintain control of a ball with their feet while running down the field; Healthy Living: identify how to get help in different situations – when feeling really sad or worried, in emergencies, when confronted with violence, when being bullied or witnessing someone else being bullied, to prevent injury). A1.5 Self-Awareness and Sense of Identity - 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: monitor progress towards meeting their fitness goals, noting improvements and/or areas that need work; Movement Competence: describe how knowing their strengths and areas for improvement can help when they are learning new skills; Healthy Living: describe things to think about when determining how they can help a friend who might be experiencing mental health challenges, and identify the boundaries and limits on what they can do on their own and when they might need to get help from a caring adult). B3.1 Safety - 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 for safety, using proper stretching techniques during cool-down activities, ensuring that their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition). D1.1 Personal Safety and Injury Prevention - Identify trusted people (e.g., parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches) and support services (e.g., help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations. D2.2 Personal Safety and Injury Prevention - Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident, being aware of their surroundings).
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		and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses). D3.2 Personal Safety and Injury Prevention - Explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation (e.g., <i>negative actions such as name calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating</i>). A1.4 Healthy Relationships - 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. A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity</i>). D2.4 Human Development and Sexual Health - Identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., <i>self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities</i>), and how these factors can support their personal health and well-being. D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., <i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>). D2.6 Mental Health Literacy - Demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support. D3.4 Mental Health Literacy - Demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma.
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Lesson 14: Empathy	Perspective-taking; empathy vs. sympathy; supporting others	A1.1 Identification and Management of Emotions - 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., <i>Active Living: demonstrate awareness that feeling confident and included can affect a person's motivation to participate in physical activities; Movement Competence: describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy, and excitement; Healthy Living: describe how they would be able to tell if a person is feeling threatened by someone, and identify the actions they could take, as a bystander, to help that person.</i> D2.6 Mental Health Literacy - Demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support. D3.4 Mental Health Literacy - Demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma.
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Lesson 15: Seeing Red	Anger management; physical cues; cooling-off strategies; self-control	A1.1 Identification and Management of Emotions - 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., <i>Active Living: demonstrate awareness that feeling confident and included can affect a person's motivation to participate in physical activities; Movement Competence: describe how different activities can generate a range of emotions, including feelings of calm, satisfaction, energy, and excitement; Healthy Living: describe how they would be able to tell if a person is feeling threatened by someone, and identify the actions they could take, as a bystander, to help that person.</i> B3.1 Safety - 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., <i>demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ensuring that their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition.</i> D1.1 Personal Safety and Injury Prevention - Identify trusted people (e.g., <i>parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches</i>) and support services (e.g., <i>help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services</i>) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations. D2.2 Personal Safety and Injury Prevention - Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., <i>self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills</i>) and safety strategies (e.g., <i>having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses</i>). D3.2 Personal Safety and Injury Prevention - Explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation (e.g., <i>negative actions such as name calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating</i>). D2.6 Mental Health Literacy - Demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support. D3.4 Mental Health Literacy - Demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma.
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Grade 6 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Stress	Stress awareness; forms of stress; personal stress ratings; stress-management resources	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. A1. 5 Self-Awareness and Sense of Identity - 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). D1.1 Personal Safety and Injury Prevention - Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves. D2.3 Personal Safety and Injury Prevention - 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).
Lesson 2: Healthy and Unhealthy Stress	Healthy/unhealthy stress; emotions and the brain; grief and loss; expression through art	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. A1. 5 Self-Awareness and Sense of Identity - 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).

Lesson 3: Stress Reducers	Coping strategies; physical, emotional/social, and time-management stress reducers	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. A1. 5 Self-Awareness and Sense of Identity - 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). D1.1 Personal Safety and Injury Prevention - Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves. D2.3 Personal Safety and Injury Prevention - 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).
Lesson 4: Resilience	Resilience; bouncing back; realistic personal goals	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. A1. 5 Self-Awareness and Sense of Identity - 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). D1.1 Personal Safety and Injury Prevention - Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves. D2.3 Personal Safety and Injury Prevention - 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).

Lesson 5: Signs and Symptoms	Internal/external signs of stress; body responses; stress warning signs	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. A1. 5 Self-Awareness and Sense of Identity - 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: <i>identify which of the factors known to motivate participation in physical activity in most people are the strongest motivators for them.</i> D2.3 Personal Safety and Injury Prevention - Apply social-emotional learning skills (e.g., <i>self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills</i>) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., <i>classroom groups, groups of friends, sports teams, school clubs, social media sites, online games</i>).
Lesson 6: Facing Challenges	Challenges; resilience; coping strategies; healthy responses	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. D2.3 Personal Safety and Injury Prevention - Apply social-emotional learning skills (e.g., <i>self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills</i>) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., <i>classroom groups, groups of friends, sports teams, school clubs, social media sites, online games</i>).
Lesson 7: Positivity	Positive influences; negative influences; emotional reflection	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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.

Lesson 8: Self-Care	Self-care; stress reduction; building inner strength	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. A1. 5 Self-Awareness and Sense of Identity - 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: <i>identify which of the factors known to motivate participation in physical activity in most people are the strongest motivators for them.</i> D2.3 Personal Safety and Injury Prevention - Apply social-emotional learning skills (e.g., <i>self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills</i>) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., <i>classroom groups, groups of friends, sports teams, school clubs, social media sites, online games</i>).
Lesson 9: Optimism	Optimistic thinking; positive perspective; strategies for optimism	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. D1.1 Personal Safety and Injury Prevention - Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves. D2.3 Personal Safety and Injury Prevention - Apply social-emotional learning skills (e.g., <i>self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills</i>) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., <i>classroom groups, groups of friends, sports teams, school clubs, social media sites, online games</i>).
Lesson 10: SMART Goals	SMART goals; future planning; dream board; optimism	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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.

Lesson 11: Managing Emotions	Emotional expression; healthy/unhealthy reactions; perspective-taking	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. A1. 5 Self-Awareness and Sense of Identity - 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: <i>identify which of the factors known to motivate participation in physical activity in most people are the strongest motivators for them.</i>
Lesson 12: Support Networks	Support systems; community connections; helping others	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. D1.1 Personal Safety and Injury Prevention - Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves. D2.3 Personal Safety and Injury Prevention - Apply social-emotional learning skills (e.g., <i>self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills</i>) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., <i>classroom groups, groups of friends, sports teams, school clubs, social media sites, online games</i>). A1.4 Healthy Relationships - 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: <i>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:</i> <i>contribute ideas when working in a group to accomplish a collaborative task; Healthy Living:</i> <i>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</i>).

Lesson 13: Setting Boundaries	Morals and values; classroom boundaries; personal boundaries	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. A1.4 Healthy Relationships - 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).
Lesson 14: Communicating Limits	Healthy boundaries; communicating limits; role play	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. A1.4 Healthy Relationships - 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).

Lesson 15: Crossing Boundaries	Healthy/unhealthy boundaries; saying no; refusal strategies	A1.1 Identification and Management of Emotions - 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. A1.2 Stress Management and Coping - 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. A1.4 Healthy Relationships - 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).
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Grade 7 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Mental Wellness	Mental wellness; physical and mental supports; help-seeking	A1.1 Identification and Management of Emotions - 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: explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; Movement Competence: describe the impact of shared game time or shared play time on their own and others' feelings and emotions; Healthy Living: recognize that feelings about family and peers can change at different times of their lives). A1.2 Stress Management and Coping - 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: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; Movement Competence: identify what they do to manage stressful feelings during fast-paced territory games; Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use). A1.3 Positive Motivation and Perseverance - 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: use awareness of feelings in their body to push themselves to work hard; Movement Competence: be prepared for and responsive to outdoor weather conditions to help with motivation to participate actively outdoors in most weather conditions; Healthy Living: persevere in trying to reframe negative judgements about their body in order to achieve body acceptance and to adopt healthy strategies for fitness and overall health and well-being). B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic

		bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., <i>communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations</i>). A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner’s ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity</i>). D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., <i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>). A1.4 Healthy Relationships - 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., <i>Active Living: make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence: show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as “Good try!”, to the goalie; Healthy Living: explain how appreciating the things that make each person unique can contribute to positive relationship building; practise effective responses to a homophobic or racial slur directed at them or another student</i>). D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., <i>communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations</i>).
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		D2.6 Mental health Literacy - Demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems. D1.2 Substance Use, Addictions, and Related Behaviour - Demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources (<i>e.g., trusted adults at school, guidance counsellors, public health services, help lines</i>) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours. D3.2 Substance Use, Addictions, and Related Behaviours - Analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours (<i>e.g., effects of technology dependence on school and workplace performance, personal relationships, and physical health; impacts of pornography viewing patterns on relationships; risks associated with vaping and chewing tobacco; effects of second-hand smoke on non-smokers and children; legal and health implications of underage drinking and cannabis use; body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol use during pregnancy</i>).
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Lesson 2: Win-Win	Win-win thinking; conflict outcomes; problem solving	A1.1 Identification and Management of Emotions - 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: explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; Movement Competence: describe the impact of shared game time or shared play time on their own and others' feelings and emotions; Healthy Living: recognize that feelings about family and peers can change at different times of their lives). B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as "ratting"; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations). A1.4 Healthy Relationships - 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: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity). D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g.,
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		<i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders).</i> A1.4 Healthy Relationships - 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: <i>make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence:</i> <i>show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as “Good try!”, to the goalie; Healthy Living:</i> <i>explain how appreciating the things that make each person unique can contribute to positive relationship building; practise effective responses to a homophobic or racial slur directed at them or another student).</i> D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., <i>communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations).</i> D2.6 Mental health Literacy - Demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems.
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Lesson 3: Attitudes and Behaviours	Positive attitudes; reframing negative thoughts; uniqueness	A1.1 Identification and Management of Emotions - 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: explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; Movement Competence: describe the impact of shared game time or shared play time on their own and others' feelings and emotions; Healthy Living: recognize that feelings about family and peers can change at different times of their lives). A1.2 Stress Management and Coping - 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: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; Movement Competence: identify what they do to manage stressful feelings during fast-paced territory games; Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use). A1.3 Positive Motivation and Perseverance - 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: use awareness of feelings in their body to push themselves to work hard; Movement Competence: be prepared for and responsive to outdoor weather conditions to help with motivation to participate actively outdoors in most weather conditions; Healthy Living: persevere in trying to reframe negative judgements about their body in order to achieve body acceptance and to adopt healthy strategies for fitness and overall health and well-being). B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support
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Lesson 4: Anger	Anger management; calming strategies; self-regulation	B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., <i>peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities</i>). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., <i>benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling</i>), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., <i>communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations</i>). A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner’s ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity</i>). D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., <i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>). A1.4 Healthy Relationships - 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: <i>make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence:</i> <i>show readiness to receive a pass in</i>
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		a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as “Good try!” to the goalie; Healthy Living: explain how appreciating the things that make each person unique can contribute to positive relationship building; practise effective responses to a homophobic or racial slur directed at them or another student). D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., <i>communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations</i>). D2.6 Mental health Literacy - Demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems.
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Lesson 5: Obstacles	Obstacles; problem-solving; overcoming challenges	B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., <i>peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities</i>). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., <i>benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling</i>), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., <i>communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations</i>). A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner’s ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity</i>). D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., <i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>). A1.4 Healthy Relationships - 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: <i>make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence:</i> <i>show readiness to receive a pass in</i>
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Lesson 6: Mental and Physical Fitness	Mental health stigma; compassion; mental and physical wellness	A1.1 Identification and Management of Emotions - 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: explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; Movement Competence: describe the impact of shared game time or shared play time on their own and others' feelings and emotions; Healthy Living: recognize that feelings about family and peers can change at different times of their lives). A1.2 Stress Management and Coping - 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: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; Movement Competence: identify what they do to manage stressful feelings during fast-paced territory games; Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use). A1.3 Positive Motivation and Perseverance - 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: use awareness of feelings in their body to push themselves to work hard; Movement Competence: be prepared for and responsive to outdoor weather conditions to help with motivation to participate actively outdoors in most weather conditions; Healthy Living: persevere in trying to reframe negative judgements about their body in order to achieve body acceptance and to adopt healthy strategies for fitness and overall health and well-being). A1.5 Self-Awareness and Sense of Identity - 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: describe the role models that may have influenced some of their choices with respect to physical activity; consider what effect their family and their cultural background have had on the way they think about participation in physical activity or on their choice of activities; Movement Competence: when working on a challenging skill such as a weight transfer with rotation – like a cartwheel – explain how breaking down the skill into parts can help build awareness of what they need to work on to improve it; Healthy Living: describe ways in which they can monitor and stay aware of their own physical, emotional, and mental health). B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including
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Lesson 7: Use and Abuse	Substance use and abuse; addiction; safe medication use	B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., <i>peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities</i>). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., <i>benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling</i>), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., <i>communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations</i>). A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner’s ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity</i>). D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., <i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>). A1.4 Healthy Relationships - 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., <i>Active Living: make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence: show readiness to receive a pass in</i>
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Lesson 8: Personal Goal Setting	Long-term goals; SMART goals; self-monitoring	A1.1 Identification and Management of Emotions - 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: explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; Movement Competence: describe the impact of shared game time or shared play time on their own and others' feelings and emotions; Healthy Living: recognize that feelings about family and peers can change at different times of their lives). A1.2 Stress Management and Coping - 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: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; Movement Competence: identify what they do to manage stressful feelings during fast-paced territory games; Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use). A1.3 Positive Motivation and Perseverance - 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: use awareness of feelings in their body to push themselves to work hard; Movement Competence: be prepared for and responsive to outdoor weather conditions to help with motivation to participate actively outdoors in most weather conditions; Healthy Living: persevere in trying to reframe negative judgements about their body in order to achieve body acceptance and to adopt healthy strategies for fitness and overall health and well-being). A1.5 Self-Awareness and Sense of Identity - 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: describe the role models that may have influenced some of their choices with respect to physical activity; consider what effect their family and their cultural background have had on the way they think about participation in physical activity or on their choice of activities; Movement Competence: when working on a challenging skill such as a weight transfer with rotation – like a cartwheel – explain how breaking down the skill into parts can help build awareness of what they need to work on to improve it; Healthy Living: describe ways in which they can monitor and stay aware of their own physical, emotional, and mental health). B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including
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Lesson 9: Problem Solving	Accept/ignore/make a change; problem-solving choices	A1.2 Stress Management and Coping - 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: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; Movement Competence: identify what they do to manage stressful feelings during fast-paced territory games; Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use). A1.3 Positive Motivation and Perseverance - 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: use awareness of feelings in their body to push themselves to work hard; Movement Competence: be prepared for and responsive to outdoor weather conditions to help with motivation to participate actively outdoors in most weather conditions; Healthy Living: persevere in trying to reframe negative judgements about their body in order to achieve body acceptance and to adopt healthy strategies for fitness and overall health and well-being). B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations). A1.4 Healthy Relationships - 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: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner’s ideas when working with them to create a
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Lesson 10: Decisions That Affect Our Future	Serious decisions; consequences; decision-making reflection	A1.3 Positive Motivation and Perseverance - 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: use awareness of feelings in their body to push themselves to work hard; Movement Competence: be prepared for and responsive to outdoor weather conditions to help with motivation to participate actively outdoors in most weather conditions; Healthy Living: persevere in trying to reframe negative judgements about their body in order to achieve body acceptance and to adopt healthy strategies for fitness and overall health and well-being). B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations). A1.4 Healthy Relationships - 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: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner’s ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity). D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g.,
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Lesson 11: Compliments	Meaningful compliments; positive peer support; self-worth	B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., <i>peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities</i>). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., <i>benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling</i>), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., <i>communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations</i>). A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner’s ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity</i>). D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., <i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>). A1.4 Healthy Relationships - 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: <i>make adjustments to activities that will allow all group members to be included and to enjoy participating</i>; Movement Competence: <i>show readiness to receive a pass in</i>
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Lesson 12: Healthy Communication	Passive, aggressive, and assertive communication	A1.1 Identification and Management of Emotions - 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: explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; Movement Competence: describe the impact of shared game time or shared play time on their own and others' feelings and emotions; Healthy Living: recognize that feelings about family and peers can change at different times of their lives). A1.5 Self-Awareness and Sense of Identity - 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: describe the role models that may have influenced some of their choices with respect to physical activity; consider what effect their family and their cultural background have had on the way they think about participation in physical activity or on their choice of activities; Movement Competence: when working on a challenging skill such as a weight transfer with rotation – like a cartwheel – explain how breaking down the skill into parts can help build awareness of what they need to work on to improve it; Healthy Living: describe ways in which they can monitor and stay aware of their own physical, emotional, and mental health). B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations). A1.4 Healthy Relationships - 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: work collaboratively with peers by taking turns leading warm-up activities;
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		<i>Movement Competence: listen closely to a partner's ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity).</i> D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., <i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>). A1.4 Healthy Relationships - 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: <i>make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence:</i> <i>show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as "Good try!", to the goalie; Healthy Living:</i> <i>explain how appreciating the things that make each person unique can contribute to positive relationship building; practise effective responses to a homophobic or racial slur directed at them or another student</i>). D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., <i>communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as "ratting"; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations</i>). D2.6 Mental health Literacy - Demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems.
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Lesson 13: Mental Skills	Mental skills; calm breathing; mindfulness	A1.1 Identification and Management of Emotions - 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: explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; Movement Competence: describe the impact of shared game time or shared play time on their own and others' feelings and emotions; Healthy Living: recognize that feelings about family and peers can change at different times of their lives). A1.2 Stress Management and Coping - 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: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; Movement Competence: identify what they do to manage stressful feelings during fast-paced territory games; Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use). A1.3 Positive Motivation and Perseverance - 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: use awareness of feelings in their body to push themselves to work hard; Movement Competence: be prepared for and responsive to outdoor weather conditions to help with motivation to participate actively outdoors in most weather conditions; Healthy Living: persevere in trying to reframe negative judgements about their body in order to achieve body acceptance and to adopt healthy strategies for fitness and overall health and well-being). A1.5 Self-Awareness and Sense of Identity - 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: describe the role models that may have influenced some of their choices with respect to physical activity; consider what effect their family and their cultural background have had on the way they think about participation in physical activity or on their choice of activities; Movement Competence: when working on a challenging skill such as a weight transfer with rotation – like a cartwheel – explain how breaking down the skill into parts can help build awareness of what they need to work on to improve it; Healthy Living: describe ways in which they can monitor and stay aware of their own physical, emotional, and mental health). B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including
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		possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., <i>communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations</i>). A1.4 Healthy Relationships - 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., <i>Active Living: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner’s ideas when working with them to create a developmental gymnastics sequence; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity</i>). D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., <i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>). A1.4 Healthy Relationships - 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., <i>Active Living: make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence: show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as “Good try!”, to the goalie; Healthy Living: explain how appreciating the things that make each person unique can contribute to positive relationship building; practise effective responses to a homophobic or racial slur directed at them or another student</i>). D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that
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Lesson 14: Reciprocal Relationships	Support networks; reciprocal friendships; emotional support	A1.1 Identification and Management of Emotions - 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: explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; Movement Competence: describe the impact of shared game time or shared play time on their own and others' feelings and emotions; Healthy Living: recognize that feelings about family and peers can change at different times of their lives). A1.2 Stress Management and Coping - 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: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; Movement Competence: identify what they do to manage stressful feelings during fast-paced territory games; Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use). B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations). A1.4 Healthy Relationships - 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: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner's ideas when working with them to create a
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		developmental gymnastics sequence; <i>Healthy Living</i>: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural and all other forms of diversity). D2.5 Human Development and Sexual Health - Describe emotional and interpersonal stresses related to puberty (e.g., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., <i>being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders</i>). A1.4 Healthy Relationships - 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: <i>make adjustments to activities that will allow all group members to be included and to enjoy participating</i>; Movement Competence: <i>show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as "Good try!", to the goalie</i>; Healthy Living: <i>explain how appreciating the things that make each person unique can contribute to positive relationship building; practise effective responses to a homophobic or racial slur directed at them or another student</i>). D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., <i>communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as "ratting"; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations</i>). D2.6 Mental health Literacy - Demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems.
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Lesson 15: Social Factors	Media/social influences; positive and negative influences on teens	A1.1 Identification and Management of Emotions - 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: explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; Movement Competence: describe the impact of shared game time or shared play time on their own and others' feelings and emotions; Healthy Living: recognize that feelings about family and peers can change at different times of their lives). A1.2 Stress Management and Coping - 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: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; Movement Competence: identify what they do to manage stressful feelings during fast-paced territory games; Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use). B1.3. Active Participation - Demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities). D1.1 Personal Safety and Injury Prevention - Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses. D2.2 Personal Safety and Injury Prevention - Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations). A1.4 Healthy Relationships - 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: work collaboratively with peers by taking turns leading warm-up activities; Movement Competence: listen closely to a partner's ideas when working with them to create a
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Grade 8 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Self Esteem	Self-esteem; confidence; positive messages; self-consciousness	A1.3 Positive Motivation and Perseverance - 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: show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future). A1.5 Self-Awareness and Sense of Identity - 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: explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation). A1.4 Healthy Relationships - 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: cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating). D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.

Lesson 2: Anxiety	Anxiety symptoms; body cues; coping strategies; personal reflection	A1.1 Identification and Management of Emotions - 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: give examples of how to communicate information clearly and concisely in an emergency situation while managing feelings associated with the situation; Movement Competence: explain how awareness of emotion, such as feeling nervous about having to make a key shot in curling, can impact performance; Healthy Living: explain how social media can create feelings of stress, and describe strategies that can help maintain balance and perspective). A1.2 Stress Management and Coping - 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: manage their improvement of different health-related components of fitness by monitoring the frequency of their physical activity, the intensity of the activity, the types of activities they choose, and the length of time they are being active, and make connections between improving fitness levels and improving their ability to cope with stress; Movement Competence: use visualization strategies to increase success when applying principles of movement as they perform skills; Healthy Living: explain when daily healthy habits and coping strategies may not be enough to maintain mental health and when professional help may be required). A1.3 Positive Motivation and Perseverance - 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: show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future). A1.5 Self-Awareness and Sense of Identity - 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: explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation). A1.4 Healthy Relationships - 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: cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating).
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		D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (<i>e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others</i>) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 3: Stereotyping	Stereotyping; unfair judgement; bias; acceptance of others	A1.3 Positive Motivation and Perseverance - 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: show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future). A1.5 Self-Awareness and Sense of Identity - 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: explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation). D3.2 Personal Safety and Injury Prevention - Analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (e.g., violence against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, gay-straight student alliances). A1.4 Healthy Relationships - 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: cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating). D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 4: Seeking Out Facts	Depression facts; mental health support; valid information; peer education	A1.2 Stress Management and Coping - 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: <i>manage their improvement of different health-related components of fitness by monitoring the frequency of their physical activity, the intensity of the activity, the types of activities they choose, and the length of time they are being active, and make connections between improving fitness levels and improving their ability to cope with stress; Movement Competence: use visualization strategies to increase success when applying principles of movement as they perform skills; Healthy Living: explain when daily healthy habits and coping strategies may not be enough to maintain mental health and when professional help may be required).</i> A1.3 Positive Motivation and Perseverance - 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: <i>show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future).</i> A1.5 Self-Awareness and Sense of Identity - 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: <i>explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation).</i> A1.4 Healthy Relationships - 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: <i>cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating).</i> D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., <i>starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others</i>) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 5: Peer Pressure	Healthy/unhealthy peer pressure; refusal; role play; influence	A1.3 Positive Motivation and Perseverance - 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: show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future). A1.5 Self-Awareness and Sense of Identity - 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: explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation). D3.2 Personal Safety and Injury Prevention - Analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (e.g., violence against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, gay-straight student alliances). A1.4 Healthy Relationships - 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: cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating). D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 6: Focus	Mindfulness; focus; distractions; organization; planning	A1.2 Stress Management and Coping - 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: <i>manage their improvement of different health-related components of fitness by monitoring the frequency of their physical activity, the intensity of the activity, the types of activities they choose, and the length of time they are being active, and make connections between improving fitness levels and improving their ability to cope with stress; Movement Competence: use visualization strategies to increase success when applying principles of movement as they perform skills; Healthy Living: explain when daily healthy habits and coping strategies may not be enough to maintain mental health and when professional help may be required).</i> A1.3 Positive Motivation and Perseverance - 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: <i>show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future).</i> A1.5 Self-Awareness and Sense of Identity - 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: <i>explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation).</i> A1.4 Healthy Relationships - 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: <i>cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating).</i> D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., <i>starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others</i>) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 7: Sleep	Sleep hygiene; routines; research; wellness goals	A1.3 Positive Motivation and Perseverance - 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: <i>show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence:</i> <i>use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living:</i> <i>explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future</i>). A1.5 Self-Awareness and Sense of Identity - 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: <i>explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence:</i> <i>monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living:</i> <i>describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation</i>). A1.4 Healthy Relationships - 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: <i>cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence:</i> <i>work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living:</i> <i>explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating</i>). D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., <i>starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others</i>) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 8: Roles and Responsibilities	Roles; responsibilities; balance; best self; focus	A1.3 Positive Motivation and Perseverance - 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: <i>show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future).</i> A1.5 Self-Awareness and Sense of Identity - 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: <i>explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation).</i> A1.4 Healthy Relationships - 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: <i>cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating).</i> D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., <i>starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others</i>) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 9: Resiliency	Resiliency; bouncing back; goal setting; coping supports	A1.2 Stress Management and Coping - 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: <i>manage their improvement of different health-related components of fitness by monitoring the frequency of their physical activity, the intensity of the activity, the types of activities they choose, and the length of time they are being active, and make connections between improving fitness levels and improving their ability to cope with stress; Movement Competence: use visualization strategies to increase success when applying principles of movement as they perform skills; Healthy Living: explain when daily healthy habits and coping strategies may not be enough to maintain mental health and when professional help may be required).</i> A1.3 Positive Motivation and Perseverance - 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: <i>show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future).</i> A1.5 Self-Awareness and Sense of Identity - 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: <i>explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation).</i> A1.4 Healthy Relationships - 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: <i>cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating).</i> D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., <i>starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others</i>) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 10: Grieving	Grief and loss; stages of grief; supporting self and others	A1.3 Positive Motivation and Perseverance - 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: <i>show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future).</i> A1.5 Self-Awareness and Sense of Identity - 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: <i>explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation).</i> A1.4 Healthy Relationships - 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: <i>cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating).</i> D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., <i>starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others</i>) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 11: Body Image	Body image; self-acceptance; true beauty; positive self-view	A1.3 Positive Motivation and Perseverance - 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: <i>show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future).</i> A1.5 Self-Awareness and Sense of Identity - 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: <i>explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation).</i> A1.4 Healthy Relationships - 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: <i>cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating).</i> D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., <i>starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others</i>) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 12: Technology and Media	Technology/media influences; attention; connection; personal goals	A1.3 Positive Motivation and Perseverance - 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: show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future). A1.5 Self-Awareness and Sense of Identity - 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: explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation). D3.2 Personal Safety and Injury Prevention - Analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (e.g., violence against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, gay-straight student alliances). A1.4 Healthy Relationships - 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: cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating). D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 13: Nutrition	Nutrition; exercise; healthy body journal; Canada Food Guide reflection	A1.3 Positive Motivation and Perseverance - 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: <i>show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence:</i> <i>use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living:</i> <i>explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future</i>). A1.5 Self-Awareness and Sense of Identity - 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: <i>explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence:</i> <i>monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living:</i> <i>describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation</i>). A1.4 Healthy Relationships - 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: <i>cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence:</i> <i>work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living:</i> <i>explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating</i>). D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., <i>starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others</i>) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
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Lesson 14: Relationships	Healthy/unhealthy relationships; self; crush/love; friendship foundation	A1.1 Identification and Management of Emotions - 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: give examples of how to communicate information clearly and concisely in an emergency situation while managing feelings associated with the situation; Movement Competence: explain how awareness of emotion, such as feeling nervous about having to make a key shot in curling, can impact performance; Healthy Living: explain how social media can create feelings of stress, and describe strategies that can help maintain balance and perspective). A1.3 Positive Motivation and Perseverance - 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: show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future). A1.5 Self-Awareness and Sense of Identity - 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: explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation). D3.2 Personal Safety and Injury Prevention - Analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (e.g., violence against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, gay-straight student alliances). A1.4 Healthy Relationships - 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: cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating). D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and
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		grounding strategies, engaging in activities that involve positive social interaction and supporting others) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.
Lesson 15: Community and You	Community resources; emotional/physical/social supports; research and sharing	A1.3 Positive Motivation and Perseverance - 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: show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; Movement Competence: use tactics to increase success, and in that way contribute to motivation, when learning a new skill; Healthy Living: explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future). A1.5 Self-Awareness and Sense of Identity - 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: explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation). A1.4 Healthy Relationships - 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: cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; Movement Competence: work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play; Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating). D2.4 Mental Health Literacy - Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others) can help maintain mental health and resilience in times of stress. D3.4 Mental Health Literacy - Explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.



Grade 9 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Mental Health Continuum	Introduction to mental health continuum; deeper level conversations around mental health; reflection on personal mental health; explore outside supports and strategies available to students.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C2.2 Human Development and Sexual Health - Demonstrate an understanding of the skills and strategies needed to build healthy social relationships. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). C1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions. C3.2 Personal Safety and Injury Prevention - Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being).

Lesson 2: Time Management	Effective time management; prioritizing tasks and responsibilities through weekly schedules and learning to balance competing demands to achieve a healthier more balanced lifestyle.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). 1.3 Critical and Creative Thinking - Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education. C3.2 Personal Safety and Injury Prevention - Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being).
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Lesson 3: Setting Wellness Goals	Science of goal setting; role of Dopamine in motivation.	1.1 Personal Skills - Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: consider what effect their background [family, social, economic, cultural] and experiences have had on the way they think about physical activity or the activities they choose; Movement Competence: monitor changes in their body positions during various phases of movement to improve their locomotor and manipulation skills; Healthy Living: describe ways to recognize sources of stress and assess the relative importance of their stressors). 1.2 Personal Skills - Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use planning skills to adjust goals and training schedules and revise fitness plans in response to their ongoing monitoring and assessment of their progress in developing their personal fitness; Movement Competence: describe how adopting a positive attitude, practising regularly, and using constructive feedback for self-correction contribute to being successful when developing new skills; Healthy Living: explain how paying attention to one's own emotions and expressing them in a positive way can assist in avoiding a conflict or preventing a conflict from escalating; describe how various coping strategies can be used to enhance their mental health and well-being). 1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C2.2 Human Development and Sexual Health - Demonstrate an understanding of the skills and strategies needed to build healthy social relationships. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). 1.3 Critical and Creative Thinking - Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education. C3.2 Personal Safety and Injury Prevention - Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being).
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Lesson 4: Understanding Sleep	Impacts of sleep (lack of sleep) on the brain; strength in sleep habits.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). C3.2 Personal Safety and Injury Prevention - Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being).
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Lesson 5: Communication	Passive, assertive, and aggressive communication; effective communication strategies.	1.3 Interpersonal Skills - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use respectful words when communicating with others during activities; Movement Competence: use non-verbal communication, such as making eye contact with a teammate or looking for a target hand when passing an object during a territory game; Healthy Living: demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs). 1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C2.2 Human Development and Sexual Health - Demonstrate an understanding of the skills and strategies needed to build healthy social relationships. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). C1.2 Personal Safety and Injury Prevention - <i>demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies.</i> C1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions. C3.4 Substance Use, Addictions and Related Behaviours - Describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences. C3.2 Personal Safety and Injury Prevention - Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being).
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Lesson 6: Emotional Regulation	Emotional awareness; strategies for responding thoughtfully rather than reactively.	1.1 Personal Skills - Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: consider what effect their background [family, social, economic, cultural] and experiences have had on the way they think about physical activity or the activities they choose; Movement Competence: monitor changes in their body positions during various phases of movement to improve their locomotor and manipulation skills; Healthy Living: describe ways to recognize sources of stress and assess the relative importance of their stressors). 1.2 Personal Skills - Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use planning skills to adjust goals and training schedules and revise fitness plans in response to their ongoing monitoring and assessment of their progress in developing their personal fitness; Movement Competence: describe how adopting a positive attitude, practising regularly, and using constructive feedback for self-correction contribute to being successful when developing new skills; Healthy Living: explain how paying attention to one's own emotions and expressing them in a positive way can assist in avoiding a conflict or preventing a conflict from escalating; describe how various coping strategies can be used to enhance their mental health and well-being). 1.3 Interpersonal Skills - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use respectful words when communicating with others during activities; Movement Competence: use non-verbal communication, such as making eye contact with a teammate or looking for a target hand when passing an object during a territory game; Healthy Living: demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs). 1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C2.2 Human Development and Sexual Health - Demonstrate an understanding of the skills and strategies needed to build healthy social relationships. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). C1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions.
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Lesson 7: Healthy Relationships	Health and unhealthy relationships; reflection on impacts of healthy and unhealthy relationships.	1.3 Interpersonal Skills - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use respectful words when communicating with others during activities; Movement Competence: use non-verbal communication, such as making eye contact with a teammate or looking for a target hand when passing an object during a territory game; Healthy Living: demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs). 1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C2.2 Human Development and Sexual Health - Demonstrate an understanding of the skills and strategies needed to build healthy social relationships. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). C1.2 Personal Safety and Injury Prevention - <i>demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies.</i> C3.4 Substance Use, Addictions and Related Behaviours - Describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences. C3.2 Personal Safety and Injury Prevention - Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being).
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Lesson 8: Digital Stress	Impact of digital media on mental health; non-digital activities for a balanced lifestyle.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C2.2 Human Development and Sexual Health - Demonstrate an understanding of the skills and strategies needed to build healthy social relationships. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). C1.2 Personal Safety and Injury Prevention - <i>demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies.</i> C3.4 Substance Use, Addictions and Related Behaviours - Describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences. C3.2 Personal Safety and Injury Prevention - Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being).
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Lesson 9: Self-Esteem	Impacts of self-comparison; reflection on what makes you who you are.	1.2 Personal Skills - Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use planning skills to adjust goals and training schedules and revise fitness plans in response to their ongoing monitoring and assessment of their progress in developing their personal fitness; Movement Competence: describe how adopting a positive attitude, practising regularly, and using constructive feedback for self-correction contribute to being successful when developing new skills; Healthy Living: explain how paying attention to one's own emotions and expressing them in a positive way can assist in avoiding a conflict or preventing a conflict from escalating; describe how various coping strategies can be used to enhance their mental health and well-being). 1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C2.2 Human Development and Sexual Health - Demonstrate an understanding of the skills and strategies needed to build healthy social relationships. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). C3.4 Substance Use, Addictions and Related Behaviours - Describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences. C3.2 Personal Safety and Injury Prevention - Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being).
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Lesson 10: Substance Use & Addiction Awareness	Risks of substances; addictive behaviours.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). C1.3 Substance Use, Addictions, and Related Behaviours - Demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions. C3.4 Substance Use, Addictions and Related Behaviours - Describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences. C3.2 Personal Safety and Injury Prevention - Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being).
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Lesson 11: Loss, Change and Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). C3.4 Substance Use, Addictions and Related Behaviours - Describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences. C3.2 Personal Safety and Injury Prevention - Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being).
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Lesson 12: Local Mental Health Resources	Explore local mental health resources.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. C3.3 Personal Safety and Injury Prevention - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour). C3.4 Substance Use, Addictions and Related Behaviours - Describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences. C3.2 Personal Safety and Injury Prevention - Identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being).
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Grade 10 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Classroom Community Development	Establish classroom guidelines; create a safe, trusting, and supportive classroom community centered around mental wellness.	1.3 Interpersonal Skills - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use respectful words when communicating with others during activities; Movement Competence: use non-verbal communication, such as making eye contact with a teammate or looking for a target hand when passing an object during a territory game; Healthy Living: demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs). 1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships). C1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. C2.3 Personal Safety and Injury Prevention - Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority). C2.4 Substance Use, Addictions, and Related Behaviours - Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours. C1.1. Personal Safety and Injury Prevention - Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.

Lesson 2: Mental Health Continuum	Introduction to mental health continuum; deeper level conversations around mental health; reflection on personal mental health; explore outside supports and strategies available to students.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships). C1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. C2.3 Personal Safety and Injury Prevention - Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority). C2.4 Substance Use, Addictions, and Related Behaviours - Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours. C1.1. Personal Safety and Injury Prevention - Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.
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Lesson 3: Understanding Stress	Identify personal stressors; sustainable strategies for lifelong stress management.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships). C1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. C2.3 Personal Safety and Injury Prevention - Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority). C2.4 Substance Use, Addictions, and Related Behaviours - Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours. C1.1. Personal Safety and Injury Prevention - Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.
Lesson 4: Cultivating Healthy Habits	Formation of habits; intentional changes; routines.	1.1 Personal Skills - Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: consider what effect their background [family, social, economic, cultural] and experiences have had on the way they think about physical activity or the activities they choose; Movement Competence: monitor changes in their body positions during various phases of movement to improve their locomotor and manipulation skills; Healthy Living: describe ways to recognize sources of stress and assess the relative importance of their stressors). 1.2 Personal Skills - Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use planning skills to adjust goals and training schedules and revise fitness plans in response to their

		ongoing monitoring and assessment of their progress in developing their personal fitness; Movement Competence: describe how adopting a positive attitude, practising regularly, and using constructive feedback for self-correction contribute to being successful when developing new skills; Healthy Living: explain how paying attention to one's own emotions and expressing them in a positive way can assist in avoiding a conflict or preventing a conflict from escalating; describe how various coping strategies can be used to enhance their mental health and well-being). 1.3 Interpersonal Skills - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use respectful words when communicating with others during activities; Movement Competence: use non-verbal communication, such as making eye contact with a teammate or looking for a target hand when passing an object during a territory game; Healthy Living: demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs). 1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships). C1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. C2.3 Personal Safety and Injury Prevention - Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority). C2.4 Substance Use, Addictions, and Related Behaviours - Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours. C1.1. Personal Safety and Injury Prevention - Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.
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Lesson 5: A Balanced Approach to Sleep and Well-being	Sleep habits; consistent sleep routine and the overall impact on well-being; sleep/wake cycles.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships). C1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. C2.3 Personal Safety and Injury Prevention - Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority). C2.4 Substance Use, Addictions, and Related Behaviours - Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours. C1.1. Personal Safety and Injury Prevention - Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.
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Lesson 6: Communication	Passive, assertive, and aggressive communication; effective communication strategies.	1.3 Interpersonal Skills - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use respectful words when communicating with others during activities; Movement Competence: use non-verbal communication, such as making eye contact with a teammate or looking for a target hand when passing an object during a territory game; Healthy Living: demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs). 1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships). C1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. C2.3 Personal Safety and Injury Prevention - Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority). C2.4 Substance Use, Addictions, and Related Behaviours - Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours. C1.1. Personal Safety and Injury Prevention - Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.
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Lesson 7: Critical Thinking in Online Environments	Critical thinking skills to evaluate the credibility and reliability of online information; develop digital literacy through experience.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships). C1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. C2.3 Personal Safety and Injury Prevention - Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority). C2.4 Substance Use, Addictions, and Related Behaviours - Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours. C1.1. Personal Safety and Injury Prevention - Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.
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Lesson 8: Setting Boundaries in Relationships	Relationship Boundaries; physical, emotional, spiritual, and intellectual boundaries; boundary maintenance.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships). C1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. C2.3 Personal Safety and Injury Prevention - Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority). C2.4 Substance Use, Addictions, and Related Behaviours - Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours. C1.1. Personal Safety and Injury Prevention - Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.
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Lesson 9: Coping and Substance Use.	Explore how challenging experiences influence coping behaviours; develop understanding of the bodies natural feel-good chemicals compared to short-term relief of substances..	1.3 Interpersonal Skills - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use respectful words when communicating with others during activities; Movement Competence: use non-verbal communication, such as making eye contact with a teammate or looking for a target hand when passing an object during a territory game; Healthy Living: demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs). 1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships). C1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. C2.3 Personal Safety and Injury Prevention - Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority). C2.4 Substance Use, Addictions, and Related Behaviours - Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours. C1.1. Personal Safety and Injury Prevention - Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.
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Lesson 10: Loss, Change and Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships). C1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. C2.3 Personal Safety and Injury Prevention - Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority). C2.4 Substance Use, Addictions, and Related Behaviours - Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours. C1.1. Personal Safety and Injury Prevention - Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.
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Lesson 11: Local Mental Health Resources	Explore local mental health resources.	1.4 Interpersonal Skills - Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships). C1.2 Personal Safety and Injury Prevention - Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. C2.3 Personal Safety and Injury Prevention - Demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., for conflict within oneself: meditation, journal writing, seeking counselling, talking with a trusted adult or friend; for conflict with others: applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority). C2.4 Substance Use, Addictions, and Related Behaviours - Demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours. C1.1. Personal Safety and Injury Prevention - Demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.
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Grade 11 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: demonstrate respectful and active listening while instructions are being given when peers are leading an in-class activity; Movement Competence: give constructive feedback when supporting others in the development of skills; Healthy Living: use clear examples to explain what can be done to refute myths and reduce the stigma connected to mental illness). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness). C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT].

		C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). C1.3 - Describe warning signs for suicide, and identify sources of support that can help people who may be contemplating suicide [IS]*. C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness). C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT].

		C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
Lesson 3: Physical Activity & Mood	Physical activity in relation to mood.	IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness). C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]. C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of

		a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
Lesson 4: Motivation and Goal Setting	Intrinsic and extrinsic motivation; motivation to live a healthy lifestyle with meaningful and achievable goals.	PS 1.1 - Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how choosing activities on the basis of their interests, skills, and abilities can build confidence and encourage lifelong participation in physical activity; Movement Competence: take responsibility for refining a skill by getting assistance in identifying which area needs improving, building on their strengths, and using constructive feedback to improve the part of the skill that needs improving; Healthy Living: explain how some of their choices and behaviours can keep them safe and how others can put them at higher risk of injury or death). PS 1.2 - Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: conduct a safety inspection of the activity area and remove hazards, modify activities so that hazards are avoided, or move to a safer activity area; Movement Competence: change the rules of an activity to maintain an appropriate level of challenge as the skill level of participants increases; Healthy Living: use planning strategies, such as thinking ahead to identify risks and preparing protective measures such as backup plans and alternatives that help them avoid risk of harm, in order to maximize their safety and that of others). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). CT 1.5 - Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: analyse information about themselves, such as activity preferences, time available for activity, and changes in fitness level to determine how their fitness and/or physical activity plans could be modified; Movement Competence: explain how the ability to transfer skills and strategies from one activity to other activities can facilitate their participation in recreational activities outside of school; Healthy Living: explain how current issues related to food might

		influence a person's food choices; identify proactive measures and supports that could assist them in making decisions related to their reproductive, sexual, and overall health). C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness). C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]. C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
Lesson 5: Conflict Resolution	Conflict resolution strategies; communication styles; assertive skills for healthy relationships.	IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating

		disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness). C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]. C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
Lesson 6: Digital Citizenship: Safe, Respectful, Wise Online Choices	Understand reasonable sharing and oversharing online; impacts of digital behaviours; critical thinking use for safe, respectful, and wise choices on social media.	IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming,

		or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness). C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]. C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
Lesson 7: Managing Anxiety	Develop a deeper understanding of anxiety and its impacts; helpful and harmful anxiety; strategies for managing anxiety and supporting emotional well-being.	IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness).

		C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]. C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
Lesson 8: Sleep Q&A	Sleep supports in mental health; questions and myths about sleep, reflect on personal sleep patterns and ways to maintain or improve sleep quality.	IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness). C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive

		behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]. C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
Lesson 9: Relationships with Substances	Impacts of substances and potentially addictive behaviours; levels of substance involvement; inclusive, recovery-oriented ways to support health and well-being.	IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness). C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of

		giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]. C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
Lesson 10: Problem Solving	Practice problem solving and decision making strategies; create space in the mind, heart, and body when addressing challenges can significantly impact outcomes.	PS 1.1 - Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how choosing activities on the basis of their interests, skills, and abilities can build confidence and encourage lifelong participation in physical activity; Movement Competence: take responsibility for refining a skill by getting assistance in identifying which area needs improving, building on their strengths, and using constructive feedback to improve the part of the skill that needs improving; Healthy Living: explain how some of their choices and behaviours can keep them safe and how others can put them at higher risk of injury or death). PS 1.2 - Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: conduct a safety inspection of the activity area and remove hazards, modify activities so that hazards are avoided, or move to a safer activity area; Movement Competence: change the rules of an activity to maintain an appropriate level of challenge as the skill level of participants increases; Healthy Living: use planning strategies, such as thinking ahead to identify risks and preparing protective measures such as backup plans and alternatives that help them avoid risk of harm, in order to maximize their safety and that of others). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team

		members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness). C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]. C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
Lesson 11: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy

		Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). C1.3 - Describe warning signs for suicide, and identify sources of support that can help people who may be contemplating suicide [IS]*. C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness). C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]. C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
Lesson 12: Local Mental Health Resources	Explore local mental health resources.	IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: adjust activities in ways that will maintain positive peer relationships and permit all group members to be active and enjoy themselves; Movement Competence: work collaboratively with others when making changes to their group physical activity routine; Healthy

		Living: explain how showing caring by being a good listener can provide support to someone who is dealing with a stressful situation). C1.3 - Describe warning signs for suicide, and identify sources of support that can help people who may be contemplating suicide [IS]*. C1.4 - Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness). C2.2 - Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]. C3.3 - Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]. C3.4 - Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse) [PS, IS]. C3.5 - Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT].
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Grade 12 Curriculum Alignment with Project 11

P11 Lesson	P11 Focus	Ontario Specific Learning Outcome(s)
Lesson 1: Classroom Community Development	Establish shared guidelines; create a safe, respectful, and connected space to explore mental health.	PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT]. C1.3 - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies) [PS, IS, CT]. C2.2 - Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT].

Lesson 2: Mental Health Continuum	Mental health as a part of well-being; continuum of mental health; discover helpful strategies and supports.	PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT]. C1.3 - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies) [PS, IS, CT]. C2.2 - Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT].
Lesson 3: Health and Balanced Lifestyles	Routines and self-compassion in a healthy balanced lifestyle; build	PS 1.1 - Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and

	realistic schedules that align with personal wellness goals.	acquire knowledge and skills related to healthy living (e.g., Active Living: explain how doing a self-inventory related to lifelong wellness and active living will help to determine priorities to be addressed in the development of their fitness and physical activity plans; Movement Competence: monitor improvements in their body control while participating in various locomotor and stability activities; Healthy Living: explain how having a good understanding of their personal needs in terms of nutrition, budget, and daily routines can be helpful when planning for healthy eating). PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT]. C1.3 - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies) [PS, IS, CT]. C2.2 - Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders,
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		online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT].
Lesson 4: Communicating Well in a Team	Learn effective communication with teammates to support team success; practice giving and receiving respectful, constructive feedback.	PS 1.1 - Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how doing a self-inventory related to lifelong wellness and active living will help to determine priorities to be addressed in the development of their fitness and physical activity plans; Movement Competence: monitor improvements in their body control while participating in various locomotor and stability activities; Healthy Living: explain how having a good understanding of their personal needs in terms of nutrition, budget, and daily routines can be helpful when planning for healthy eating). PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT].

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Lesson 5: Managing Anxiety	Develop a deeper understanding of anxiety and its impacts; helpful and harmful anxiety; strategies for managing anxiety and supporting emotional well-being.	PS 1.1 - Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how doing a self-inventory related to lifelong wellness and active living will help to determine priorities to be addressed in the development of their fitness and physical activity plans; Movement Competence: monitor improvements in their body control while participating in various locomotor and stability activities; Healthy Living: explain how having a good understanding of their personal needs in terms of nutrition, budget, and daily routines can be helpful when planning for healthy eating). PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how

		developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT]. C1.3 - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies) [PS, IS, CT]. C2.2 - Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT].
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Lesson 6: Responsible Digital Media Use	Responsible digital media choices and their role in wellness; reflect on personal digital media habits; develop strategies with digital media.	PS 1.1 - Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how doing a self-inventory related to lifelong wellness and active living will help to determine priorities to be addressed in the development of their fitness and physical activity plans; Movement Competence: monitor improvements in their body control while participating in various locomotor and stability activities; Healthy Living: explain how having a good understanding of their personal needs in terms of nutrition, budget, and daily routines can be helpful when planning for healthy eating). PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT]. C1.3 - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills,
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		conflict resolution strategies) [PS, IS, CT]. C2.2 - Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT].
Lesson 7: Sense of Self	Discover identity development over time; reflect on family and community influences on identity development; core values and beliefs; learn how to build connections that support your authentic self.	PS 1.1 - Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how doing a self-inventory related to lifelong wellness and active living will help to determine priorities to be addressed in the development of their fitness and physical activity plans; Movement Competence: monitor improvements in their body control while participating in various locomotor and stability activities; Healthy Living: explain how having a good understanding of their personal needs in terms of nutrition, budget, and daily routines can be helpful when planning for healthy eating). PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different

		relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT]. C1.3 - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies) [PS, IS, CT]. C2.2 - Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT].
Lesson 8: Relationship Health	Healthy Relationships in mental wellness; strategies to increase independence; reflection on personal healthy relationship skills.	PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT].

		C1.3 - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies) [PS, IS, CT]. C2.2 - Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT].
Lesson 9: Sleep Q&A	Sleep supports in mental health; questions and myths about sleep, reflect on personal sleep patterns and ways to maintain or improve sleep quality.	PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT]. C1.3 - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills,

		conflict resolution strategies) [PS, IS, CT]. C2.2 - Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT].
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Lesson 10: Loss, Change & Grief	Loss, change and grief; greater awareness on why change is difficult; grief associated with change.	PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT]. C1.3 - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies) [PS, IS, CT]. C2.2 - Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT].
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Lesson 11: Substances and Mental Health	Consider how lifestyle choices impact your well-being; learn how to support individuals facing specific mental health and addiction challenges.	PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT]. C1.2 - Describe both the short-term and long-term consequences of substance misuse, including legal consequences [CT]. C1.3 - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies) [PS, IS, CT]. C2.2 - Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse [PS, IS, CT]. C2.3 - Describe how coping and interpersonal skills and their knowledge of personal protective and risk factors can be used to develop resilience and enhance their ability to make healthy
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		choices, including the avoidance of substance use and addictive behaviours [PS, IS, CT].
Lesson 12: Local Mental Health Resources	Explore local mental health resources.	PS 1.2 - use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain how self-discipline and their ability to adapt and apply solutions to overcome challenges will support their attainment of personal fitness and activity goals; Movement Competence: try different ways to shift weight and adjust their body position to maintain balance when they either increase or decrease the strenuousness of an activity; Healthy Living: explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own). IS 1.3 - Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: communicate clearly that they are ready before beginning activities, such as doing lifts with free weights, that require a partner or a spotter; Movement Competence: communicate effectively with a partner or teammate to increase their chances of success in various physical activities; Healthy Living: explain how clear and open communication can contribute to the stability of a relationship as it changes). IS 1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: demonstrate leadership skills by being a role model – being inclusive when working with others, being cooperative, participating positively in activities; Movement Competence: apply the conventions of fair play and sports etiquette to minimize conflict that could arise with teammates or opponents during playing situations; Healthy Living: explain how developing interpersonal skills can reduce their vulnerability to harassment and/or violence in relationships). A3.3 - Assess the suitability and availability within and outside the local community of resources, agencies, and services that can be used to provide assistance in emergency situations associated with physical activity (e.g., identify emergency support needs for different kinds of activities, such as athletic events at school or hiking and canoe trips in remote areas; identify resources, agencies, and services that can meet these needs and determine their availability; compare similar services to determine which ones are best suited to meet particular needs) [CT]. C1.1 - Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations [IS, CT]. C1.3 - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies) [PS, IS, CT].

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