



Education and Early
Childhood Development
English Curriculum

Prince Edward Island Physical Education Curriculum

Wellness

Grade 10
PED401A

PHYSICAL EDUCATION CURRICULUM



2014

**Prince Edward Island
Department of Education and
Early Childhood Development
Holman Centre
250 Water Street, Suite 101
Summerside, Prince Edward Island
Canada, C1N 1B6
Tel: (902) 438-4130
Fax: (902) 438-4062
www.gov.pe.ca/eecd/**

Teacher Notes:

Time for 401A High School Physical Education is based on 110 hours. See page 28 for sample outcome guide plan and page 34 for sample outcome values.

Authorized Resources for 2014 401A High School Physical Education Curriculum

- Teaching Personal and Social Responsibility through Physical Activity
- Professional and Student Portfolios for Physical Education
- Teaching Stress Management: Activities for Children and Young Adults
- Teaching Sport Concepts and Skills: A Tactical Games Approach for Ages 7 to 18, 3rd edition
- FMS: Alternative Activities and Pursuits
- FMS: An Educator's Guide
- Service Learning for Health, Physical Education, and Recreation
- Mental Health & High School Curriculum Guide

A copy of the Prince Edward Island *Physical Education Safety Guidelines* document should be available in the gymnasium area. The intent of these guidelines is to focus the teacher's attention on safe instructional practices for all physical activity in order to minimize the inherent element of risk. The guidelines are mandatory.

Acknowledgments

The Department of Education and Early Childhood Development of Prince Edward Island gratefully acknowledges the contribution of the Grade 10 physical education curriculum committee and the pilot teachers in the development of this curriculum.

Curriculum committee and pilot teachers

Cheryl Tanton - Department of Education and Early Childhood Development
Maribeth Rogers/Logan Roche – Kensington Int./Sr. High School
Charla Currie – Colonel Gray Senior High School
Natasha Nabuurs – Montague Regional High school
Ryan Laughlin – Bluefield High School

Health professional

Canadian Mental Health Association Prince Edward Island

First Nations representatives (Mi'kmaq Confederacy of PEI and Native Council of PEI)
University professors
Other educators and community members
English Language School Board
Pan-Canadian Joint Consortium for School Health
PEI Home and School Federation
Department of Education of Newfoundland

in the development of the Physical Education 10 Curriculum.

The Department of Education and Early Childhood Development is also grateful to the province of Saskatchewan for granting permission to reproduce/adapt materials from the *Grade 10 Wellness* document to assist us in the development of this guide.

Table of Contents

Acknowledgments	iii
Introduction.....	1
Essential Graduation Learnings	1
Broad Areas of Learning.....	3
Lifelong Learners	3
Sense of Self, Community, and Place.....	3
Engaged Citizens	3
Developing Social Responsibility	3
Purpose of Physical Education 10.....	4
An Effective Physical Education 10 Program.....	6
Constructing Understanding Through Inquiry.....	7
Questions for Deeper Understanding	9
Meeting The Needs of All Students.....	9
Dimensions of Wellness	11
Comprehensive School Health	16
Service Learning	20
Personal Plan for Wellness (PPW)	21
Overview of Physical Education 10	25
Sample Planning Checklist	27
Sample Outcome Focus to Guide Planning (Semester 1 Example)	28
Overview for Key Stage Physical Education Curriculum Outcomes.....	29
Grade 10 Outcomes.....	34
Outcomes and Indicators	35
Assessment and Evaluation of Student Learning.....	59
Preparing and Conducting an Interview for Service Learning in Physical Education 10.....	61
Physical Education 10 Sample Rating Scale - Integrated Outcomes	62
Sample Rubric for Designing a Personal Plan for Wellness (PPW)	63
Glossary	65
References	67

Introduction

Wellness is a state of optimal well-being that broadens, extends, and reaches beyond the traditional ideas of fitness and health. It is a way of doing, a way of being, and a way of becoming, a predisposition to adopt and embrace key principles in one's life that leads to high levels of well-being and life satisfaction. Wellness can be defined as "a state [rather than a trait] of being in which a person's awareness, understanding, and active decision making capacity are aligned with a set of values and aspirations" (Goss, Cuddihy, & Brymeh, 2009). Notably, wellness generally refers to an individual's functioning and is viewed as the umbrella overarching well-being (Miller & Foster, 2010) and is best illustrated as an ongoing process, a wellness journey rather than an endpoint.

Wellness requires a conscious commitment and the appreciation that everything one does, thinks, feels, and believes has an impact on the well-being of self and others. This positive and holistic approach to living is the quality of life we enjoy when the physical, psychological, spiritual, social, and environmental dimensions in our lives are in balance – when no dimension is being neglected or overemphasized.

This curriculum provides the learning outcomes that Wellness 10 students are expected to achieve by the end of the course. Indicators are included to provide the breadth and depth of what students should understand, know, and be able to do in order to achieve the identified learning outcomes. Each elaboration provides information that emphasizes and clarifies the intention of the outcome.

Essential Graduation Learnings

Essential graduation learnings (EGLs) are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the essential graduation learnings will prepare students to continue to learn throughout their lives. These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work, and study today and in the future. Essential graduation learnings are cross curricular, and curriculum in all subject areas is focused to enable students to achieve these learnings. Essential graduation learnings serve as a framework for the curriculum development process.

Just because you're not sick does not mean you're healthy.

Author Unknown

Socrates: We can do nothing without the body: let us always take care that it is in the best condition to sustain us.

(NASPE, 2012)



Edward Stanley: Those who think they have not time for bodily exercise will sooner or later have to find time for illness.

(NASPE, 2012)

Specifically, graduates from the public schools of Prince Edward Island will demonstrate knowledge, skills, and attitudes expressed as essential graduation learnings, and will be expected to

- Aesthetic Expression: respond with critical awareness to various forms of the arts, and be able to express themselves through the arts;
- Citizenship: assess social, cultural, economic, and environmental interdependence in a local and global context;
- Communication: use the listening, viewing, speaking, and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn, and communicate effectively;
- Personal Development: continue to learn and to pursue an active, healthy lifestyle;
- Problem Solving: use the strategies and processes needed to solve a wide variety of problems, including those requiring language and mathematical and scientific concepts;
- Technical Competence: use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

More specifically, curriculum outcome statements articulate what students are expected to know and be able to do in particular subject areas. Through the achievement of curriculum outcomes, students demonstrate the essential graduation learnings.

Broad Areas of Learning

Lifelong Learners

Students who are engaged in constructing and applying physical education knowledge naturally build the ability to continue learning in this area of study. Throughout their study of physical education, students will develop a holistic balance in the attitudes, understandings, skills, tactics, and strategies necessary to learn in various movement activity settings. Students will develop skills in transferring this learning to a variety of contexts which will support them as lifelong learners.

Sense of Self, Community, and Place

In physical education, students will experience multiple opportunities to grow in all aspects of their lives, while learning to share these understandings as they support others in achieving a balanced self. In striving for this balance, students will be better able to contribute to the development of healthy individuals, families, and communities.

Engaged Citizens

In physical education, students will experience opportunities to initiate, plan for, and lead positive change that will enhance the personal well-being of self and others. Students will reflect on the various influences that affect decisions and engage in opportunities to contribute to social, cultural, and environmental activities that will benefit all citizens.

Developing Social Responsibility

People demonstrate social responsibility when they positively contribute to their physical, social, and cultural environments. This requires the ability to participate with others in accomplishing common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking social action. In physical education, students will develop personal skills to support socially responsible behaviour that is considerate of others and respectful of individual differences.

K-12 Goals for Developing Social Responsibility:

- *using moral reasoning*
- *engaging in communitarian thinking and dialogue*
- *taking action*

Purpose of Physical Education 10

The purpose of Physical Education 10 is a reflection of the K-12 aims of physical education and health education.

The Grades 1-9 aim of the Prince Edward Island Health Education curricula is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others.

The Grades K-12 aim of the Prince Edward Island Physical Education curricula is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, balanced, and active lifestyle.

Based upon the Grades 1-9 aims of health education and K-10 physical education, the purpose of Physical Education 10 is **to develop confident and competent students who understand, appreciate, engage, and sustain a balanced, healthy, and active lifestyle.**

Goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject area. Physical Education 10 contributes to the achievement of both the 1-9 Health Education rationale and philosophy, and the K-12 Physical Education goals.

Health Education 1-9 Rationale and Philosophy

- Involves learning about habits, behaviours, interactions, and decisions related to healthy daily living and planning for the future.
- Home, school, and community play important roles in contributing to the healthy personal development of students.
- Consider information and acquire, practice, and demonstrate strategies for dealing with the challenges of life and living.

Physical Education 10 promotes an appreciation of the centrality of movement in daily life in all its forms – from meeting functional requirements, to providing opportunities for social interaction, to acknowledging participation in physical activity and sport as a significant cultural practice.

The Canadian Mental Health Association (CMHA) estimates that 10-20% of Canadian Youth are affected by a mental illness or disorder. They also report that 3.2 million 12-19 year olds are at risk for developing depression.

(CMHA, 2011)

Physical Education K-10 Goals:

- **Active Living** - Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
- **Skillful Movement** - Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.
- **Relationships** - Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

These rationales, philosophies, and goals, while reflecting what is important in health education and physical education, also provide the throughlines to and from cross-curricular and broad areas of learning. Physical Education 10 teachers need to ensure that the throughlines are considered when planning and teaching.

This curriculum contributes to fostering optimal wellness while recognizing there are many factors that promote well-being at every stage in a young person's development. Throughout Physical Education 10, opportunities are provided for students to attain and maintain a healthy "mind, body, and spirit". Young people can acquire the understandings, skills, and confidences needed, for example, to create a personal plan for wellness, balance the dimensions of wellness, establish a norm of safety, experience how body mass affects physical fitness, and develop a deep sense of the spiritual dimension of overall well-being.

The majority of Canadian youth do not engage in appropriate or sufficient healthy living behaviours.

(PHAC, 2011)

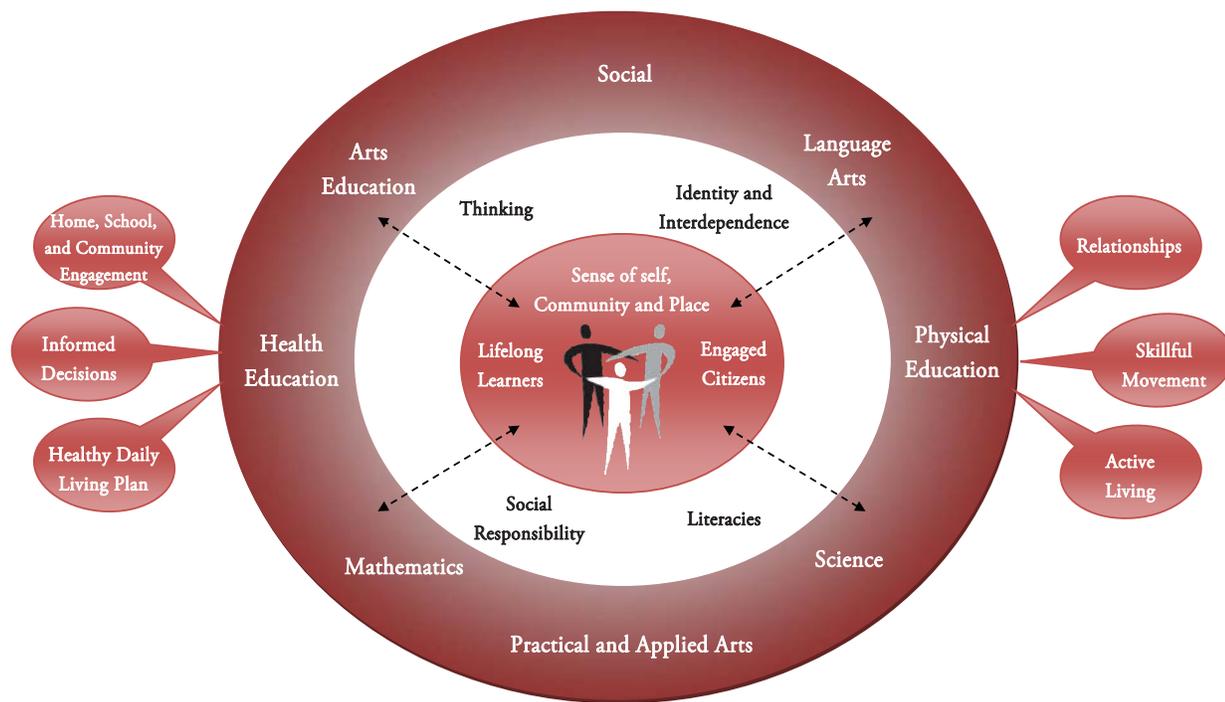


Figure 1. Aims and Goals of Physical Education 10

An Effective Physical Education 10 Program

An effective Physical Education 10 program supports student achievement of curriculum outcomes through:

- Inquiring for healthy decision making
- Balancing the dimensions of wellness
- Embracing a comprehensive school community health approach
- Incorporating service learning
- Designing a Personal Plan for Well-being

Schools cannot achieve their primary focus of student learning and achievement if students and staff are not healthy and fit mentally, physically, and socially.

Constructing Understanding Through Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry focuses on the development of compelling questions, challenging opportunities, and personal application to motivate and guide inquiries into concepts and issues related to curriculum outcomes.

Inquiry is more than a simple instructional strategy; it is the authentic, real work that someone in the “world of wellness” might tackle. Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students’ discoveries, insights, and co-construction of new knowledge. It is “the type of work that those working in the disciplines actually undertake to create or build knowledge. Therefore, inquiry involves serious engagement and investigation and the active creation and testing of new knowledge.” (Galileo Educational Network, 2011).

Inquiry builds on students’ inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. It provides opportunities for students to become active participants in a collaborative search for meaning, understanding, and change. While memorizing facts and information may be necessary in some cases, it is not sufficient. What is important in Physical Education 10 is understanding how to access, make sense of, and apply the reliable and relevant information related to wellness. Students need to move toward the generation of useful and applicable knowledge – a process supported by inquiry learning.

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding rather than passively receiving information;
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings;
- are directly involved and engaged in the discovery of new knowledge rather than passively receiving information;
- transfer new knowledge and skills to new circumstances;
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

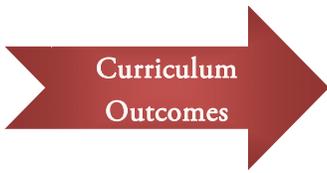
(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

(Mills & Donnelly, 2001, p. xviii)

Inquiry is not to be thought of in terms of isolated projects, undertaken occasionally on an individual basis as part of a traditional transmissionary pedagogy. Nor is it a method to be implemented according to a preformulated script.

(Galileo Educational Network, 2011)

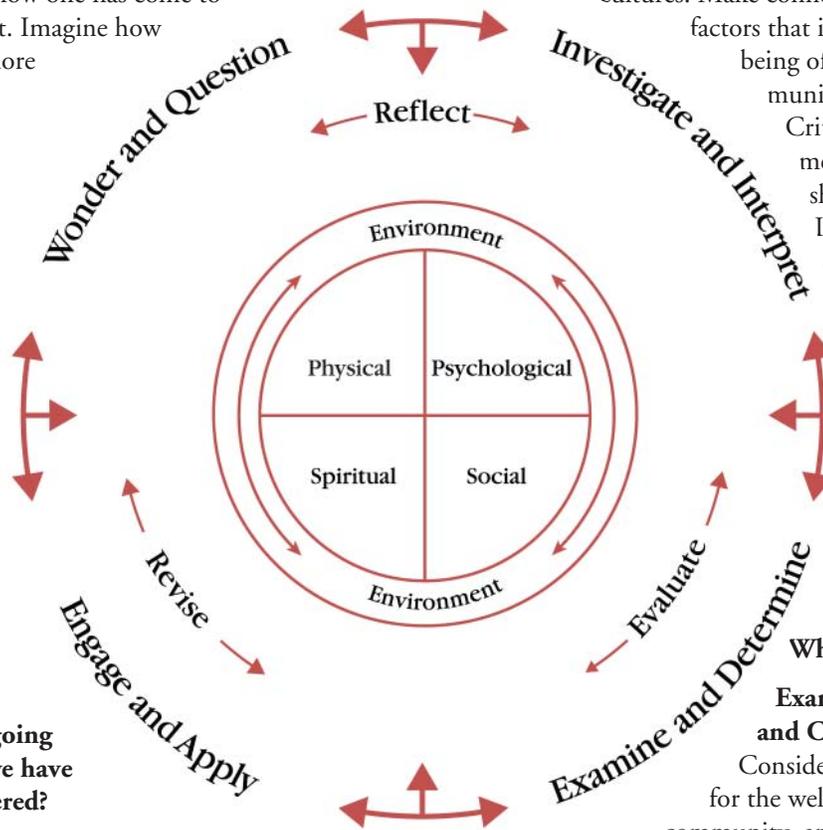


What do I/we want and need to know about wellness and why?

Wonder and Question: Ask compelling questions. Address misconceptions. Identify areas of curiosity about holistic well-being. Note diverse ways of knowing and being. Reflect on what is known and how one has come to know/believe it. Imagine how “life” can be more balanced.

How am I/are we going to get there?

Investigate and Interpret: Gather information (e.g., research, observe, discuss, interview) about holistic well-being through a variety of media, methods, and sources; evaluate the source and the information. Compare historical, contemporary, and evolving information and ways of knowing, including all cultures. Make connections and analyze factors that influence the well-being of self, family, community, and environment. Critique; synthesize meaning; construct and shape new thoughts. Interpret ideas; question theories. Consider how life can be more balanced.



How am I/we going to use what I/we have learned/discovered?

Engage and Apply: Use what is known and understood to attain or maintain optimal wellness. Design and implement a Personal Plan for Wellness based on the “best” alternative within a variety of contexts. Actively address one’s wellness.

What have I/we discovered?

Examine Opportunities and Challenges for well-being: Consider opportunities/challenges for the well-being of self, family, community, and/or the environment based on one’s investigations and interpretations. Respect diverse ways of knowing and of solution seeking; propose and evaluate possible alternatives and opportunities; consider possible/anticipated consequences; determine possible obstacles and suggest ways to address them. Determine how life can be more balanced.



Figure 2. Inquiry for Personal, Family, and Community Well-being

Questions for Deeper Understanding

Questions provide students the initial direction for developing deeper understanding of wellness-related concepts. Guiding questions may help students grasp the important disciplinary ideas surrounding a wellness focus or context. Questions provide a framework, purpose, direction for learning, and a connection to students' experiences, well-being, and life beyond the school. Ensuing investigation often leads to the development of additional questions for inquiry.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect, and formulate new questions for further inquiry. Examples of questions to support deeper understanding of wellness include:

- What is a balanced and happy life?
- What is human nature? How does it influence the well-being of self and others?
- How and why do particular inequities (both perceived and real) impact the well-being of communities?
- How do our doubts and fears affect the balance in our lives?
- How does society perpetuate inequities in wellness?
- What matters most in relationships (self, peer, family, other adults)?
- How does being physically fit enhance our overall well-being?
- How might our confidence and competence in our physical abilities impact our overall well-being?
- Why and when is it important to step in or speak out in someone's defense?
- Why do people sometimes hurt others who have done nothing to them?
- What role do ethics play in balanced wellness?

Meeting The Needs of All Students

An inclusive physical education environment is one which provides the opportunity for students of all abilities and interests to participate in physical education with their peers. Inclusive physical education recognizes the inherent value and strengths of each student, the right to take risks and make mistakes, the need for independence and self-determination, and the right to choice. Inclusive physical education provides all students, including students with disabilities, the opportunity to take full advantage of opportunities to enhance personal fitness, acquire motor skills, increase knowledge and understanding of movement, and strengthen their psychosocial well-being.

Questions to Support Deeper Understanding:

- *Cause genuine and relevant inquiry into the key ideas and core content.*
- *Provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions.*
- *Require students to consider alternatives, weigh evidence, support their ideas, and justify their answers.*
- *Stimulate thought, provoke inquiry, and spark more questions – not just pat answers.*
- *Spark meaningful connections with prior learning and personal experiences.*
- *Naturally recur, creating opportunities for transfer to other situations and subjects.*

(Adapted from Wiggins & McTighe, 2005, p. 110)

Teachers can provide all students with the knowledge, understandings, and skills they need to live an active life appropriate to their abilities and interests (Rizzo, Davis, & Toussaint, 1994).

All students can learn about the talents, challenges, and abilities of all classmates. Students learn to appreciate that individual differences exist between people, and they learn that participating in an activity in a different way does not lessen its value. Inclusion recognizes the inherent value, dignity, and worth of each student, and reduces perceived differences among students. The process of identifying each student's needs and accommodating them in a dignified and effective manner is the key to ensuring full and meaningful participation in physical education.

All students can benefit from adaptations to the learning environment and/or learning experiences. They will all benefit when teachers use a variety of instructional strategies. Almost all students can achieve curriculum outcomes in authentic ways when basic adaptations are made.

Teachers will need to make individualized adaptations or modifications to meet the needs of some students as these students work towards achieving the grade specific outcomes. Physical education teachers can seek support from the school services team and outside agencies to gain ideas on how best to work with students who have specific individual needs.

A few students will not be able to achieve all of the grade specific physical education outcomes. These students will need an Individualized Educational Plan (IEP) that includes physical education outcomes. Physical education teachers can work with the school student services team and outside agencies to plan physical education learning experiences that meet the needs of these students.

When teachers are initially given the challenge and opportunity of planning physical education for a student with a disability, feelings of uncertainty are to be expected. This may be due to a lack of information and experience that will change as teachers become more familiar with each student's strengths, interests, and abilities.

The process of developing an inclusive program will involve the following steps:

- obtaining information about the disability;
- identifying support;
- determining safety concerns;
- assessing present skill level;
- contributing to the Individual Educational Plan;
- setting realistic expectations;
- selecting activities;
- determining program modifications;
- implementing and evaluating.

Because of the importance students place on feeling confident in their abilities, Physical Education teachers should work diligently to create opportunities for all of their students to experience success.

(Humbert, 2005, p. 12)

(All schools have *Moving To Inclusion* binders and *Fundamental Movement Skills 1A: For Children with Physical Disabilities*. You can also contact the Active Living Alliance for Canadians with a Disability (ALACD) at 1-800-771-0663 or www.ala.ca or Parasport and Recreation PEI, 40 Enman Crescent, Room 123, PO Box 841, Charlottetown, PE C1A 7L9, info@parasportpei.ca

Dimensions of Wellness

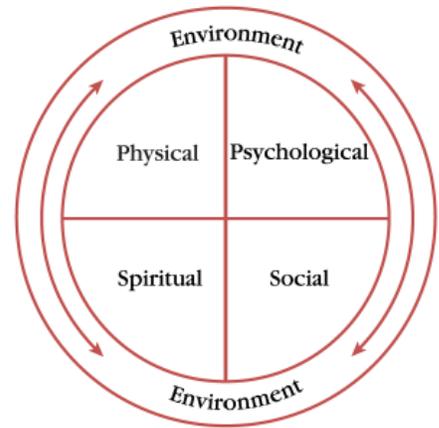
Wellness is the pursuit of balance and continued growth within the five dimensions. Multiple definitions and models relating to wellness have been developed yet a number of recurrent assumptions are evident in the literature:

- Wellness is a multidimensional construct.
- Balance and integration are essential to overall wellness.
- Wellness is dynamic and incremental for each person.

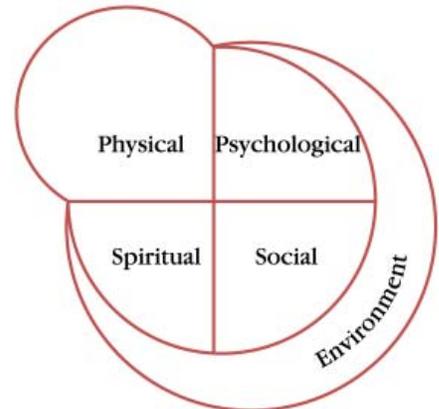
People of all ages frequently make decisions and then do not put them into practice, or only practise them temporarily. People who are successful at making and sustaining lifestyle changes take time to identify personal goals and a plan of action. As goals or benchmarks are achieved, and as life circumstances change, the plan evolves.

In this curriculum, the dimensions of wellness (i.e., physical, social, psychological, spiritual, environmental) can also be thought of as the dimensions of one's being. These dimensions are interconnected, interdependent, and constantly interacting with each other. Maintaining or improving one's wellness – one's quality of life – requires continuous balancing and rebalancing of the dimensions of wellness.

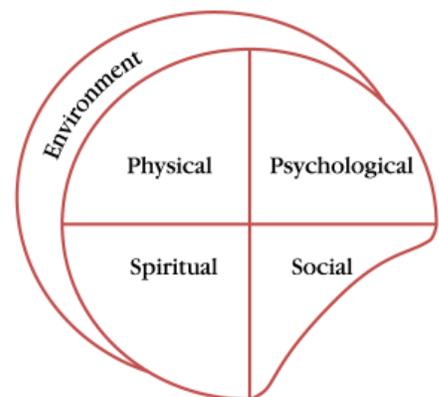
We cannot attain or maintain optimal wellness without taking care of ourselves, reaching out to others, and investing in meaningful causes beyond ourselves. The concept of wellness extends beyond our personal wellness. To attain and maintain harmony and balance in our lives, we must pay attention to each of the five dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental) and ask questions for deeper understanding, such as “What am I going to do with my wellness?” and “Why are some communities healthier than others?” In Physical Education 10, students demonstrate increasing responsibility for personal wellness by designing, implementing, and evaluating a comprehensive Personal Plan for Wellness (PPW) throughout the course. The repeated practice of action planning and fitness planning at the Intermediate Level (Grades 7-9) enables Physical Education 10 students to improve their abilities to transfer personal understanding of wellness into responsible action.



Overemphasis on Physical Dimension



Neglect of Social Dimension



Each dimension contributes to our own sense of wellness or quality of life, and each affects and overlaps the others. At times one may be more prominent than others, but neglect of any one dimension for any length of time will adversely effect overall well-being. Conversely, improvements in one dimension will have a positive influence on the others.

Physical Dimension

The physical dimension of wellness encompasses the functional operation of the body. The physical dimension requires regular participation in a variety of movement activities and it encourages the development of both the confidence and the competence to engage in activity for a lifetime. Physical wellness also involves accessing self-care, using appropriate health and medical systems, making wise food choices, and encouraging and promoting safe behaviours.

Actions to improve physical wellness include but are not limited to:

- Engaging in daily moderate to vigorous physical movement
- Planning to achieve and maintain health-related fitness
- Seeking appropriate health and medical care
- Embracing healthy eating
- Using safe sex practices
- Managing stress
- Avoiding harmful behaviours
- Detecting illness
- Attaining realistic body image/awareness
- Developing the confidence and competence to be active

Spiritual Dimension

This dimension refers to the values, beliefs, and commitments at the core of one's being. The key aspects of spiritual wellness are the creation of personal values and beliefs toward life purpose and oneself in relation to others, the community, the environment, and the universe. Spiritual well-being is the journey of contemplating and accepting one's place in the complex and interrelated universe. For spiritual growth to occur, opportunities must be provided for students to reflect on their inner lives, to ask questions for deeper understanding (e.g., What gives meaning to my existence? Who am I?), and to engage in serious dialogue on profound issues.



This dimension of wellness might include:

- A sense of belonging to a scheme or existence greater than the personal
- A sense of purpose
- A realization that all humanity is somehow interrelated
- An understanding that true happiness involves more than the accumulation of wealth or “stuff”
- A desire to comfort and help others
- The ability to show gratitude and generosity
- A desire to contribute to society
- An attempt to reduce conflict and maintain harmony
- A sense of wonder and awe related to the beauty, power, and mysteries of Mother Earth
- A potential to engage in thinking about larger purposes (e.g., social justice, ecological sustainability)

Psychological Dimension

The psychological dimension involves one’s mental, emotional, and intellectual capacities. Intellectual stimulation is closely tied to emotional well-being, as cognitive functioning is part of the psychological aspect of wellness – especially in making positive/health changes in behaviour. The weaving of one’s knowledge, skills, creativity for problem solving, and learning is characteristic of someone who is mentally “fit”. Metacognition is important and the resulting ability to think critically and creatively about what one knows, believes, and values is necessary to overall well-being. The emotional aspect is the “feeling” part and includes one’s emotional intelligence as well as the identification, regulation, and expression of emotions.

Actions to improve psychological wellness include but are not limited to:

- Reacting to difficulties and adversity optimistically
- Managing and expressing feelings/emotions appropriately
- Laughing and being able to stimulate laughter in others
- Being curious
- Engaging in daily moderate to vigorous movement
- Engaging in critical and creative thinking

According to World Health Organization (WHO) estimates, approximately one in five young people under the age of 18 experiences some form of developmental, emotional or behavioural problem; one in eight experiences a mental disorder.

(WHO, 2004, p. 13)



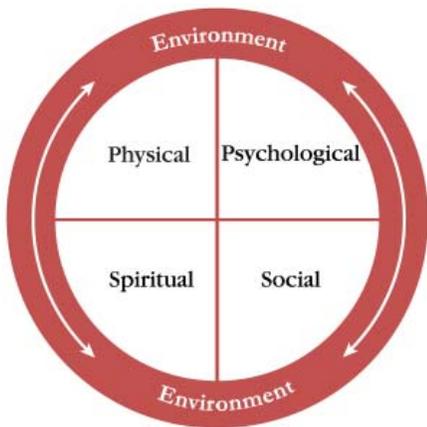
Mental health is a state of well-being in which the individual recognizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his own community.

(Mental Health Commission of Canada, 2012)



Environmental wellness has a broad dimension that considers that nature of an individual's reciprocal interaction with the environment on a global level (e.g., balance, impact, control). The environment includes home, work, community, and nature.

(Foster & Keller, 2011)



Social Dimension

The social dimension of wellness is broad in scope because it has to do with self and others, including the degree and quality of interactions with others, the community, and the environment. The social dimension encompasses personal and social responsibility (Hellison, 2011), effective communication skills, a comfort level for interacting with others in a variety of contexts, a sense of belonging, and a satisfaction with societal roles which directly influences our overall well-being. The more individuals have a supportive social network (e.g., family, friends, community), the better their health (Public Health Agency of Canada, 2011). This dimension of wellness might include:

- Resolving conflicts and reaching consensus
- Getting along with others who have differing perspectives
- Feeling connected to a person, group, or cause
- Caring for others and their well-being
- Promoting social relationships through participation in movement activities
- Nurturing relationships that enhance well-being of self and others

Environmental Dimension

We may not consider the impact of environmental wellness on our overall wellness plan, but our environment can have a huge impact on psychological, physical, social, and spiritual well-being. Environmental well-being includes our cultural environments, our natural environments, and our constructed environments. Factors in each of these environments influence our wellness and how we care for/about the environment can have a huge impact on the way we feel. Environmental wellness encompasses not just our relationship with Mother Earth but our relationship with our personal surroundings as well. It involves respecting possessions and our places of work and play. Environmental wellness also involves caring for and appreciating nature, eating locally grown foods, using public transportation, recycling, conserving water, printing less, and being aware of one's surroundings.

Physical Literacy

Physical literacy can be described as the ability and motivation to capitalize on one's movement potential to make a significant contribution to one's quality of life. As humans, we all exhibit this potential; however, its specific expression will be particular to the culture in which we live and the movement capacities which we develop.

An individual who is physically literate:

- moves with poise, economy, and confidence in a wide variety of physically challenging situations; is perceptive in “reading” all aspects of the physical environment, anticipating movement needs or possibilities and responding appropriately to these, with intelligence and imagination;
- has a well-established sense of self as embodied in the world; this, together with an articulate interaction with the environment, engenders positive self-esteem and self-confidence;
- develops fluency in self-expression through non-verbal communication and perceptive and empathetic interaction with others;
- can identify and articulate the essential qualities that influence the effectiveness of own movement performance, and has an understanding of the principles of embodied health, with respect to basic aspects such as exercise, sleep, and nutrition. (Whitehead, 2006)

Physical literacy includes the development of fundamental movement skills that permit someone to move confidently and with control. A physically literate person will know how to move and be able to apply that knowledge in a wide range of contexts and movement activities.

Health Literacy

Health literacy refers to individuals' abilities to access and interpret information, develop understanding, and take action related to their physical, psychological, social, spiritual, and environmental health, and strengthen the capacity to make well-informed, healthy decisions. This can include the ability to read and act upon health information (such as the appropriate use of prescription medications), the proper skills to effectively communicate health needs and challenges, or sufficient listening and cognitive skills to understand the information and the instructions received (Adapted from *Canadian Council on Learning*, 2007).

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

(Physical & Health Education Canada, 2004)

“The majority of adult Canadians (60%) do not have the necessary skills to manage their health adequately.”

(Health Literacy in Canada: A Healthy Understanding, 2008)

“Across Canada, the prevalence of diabetes increases significantly as health literacy decreases.”

(Health Literacy in Canada: A Healthy Understanding, 2008)

Research shows that comprehensive school health approaches can lead to improvements in children’s academic achievements, as well as in their health and well-being – improving their quality of life and helping to reduce pressures on our health care system over the long term.

(Pan-Canadian Joint Consortium for School Health, 2011)

Health education is not only concerned with the communication of information, but also with fostering the motivation, skills, and confidence (self-efficacy) necessary to take action to improve health (*Public Health Agency of Canada*, 2009, p. 9).

Numerous studies over the years have repeatedly demonstrated a strong link among literacies, level of education, and level of health. Health and learning are closely intertwined and the interaction between them is evident at all ages, from early childhood through to the later stages in life. The equation is a simple one:

Higher education status and ability to understand health = Better health = Higher Achievement.

Researchers and policy makers in the health and education fields consider health literacy as a critical pathway linking education to health outcomes, as a causal factor in health disparities between different population groups, and as a predictor of overall population health (*Canadian Council on Learning*, 2007).

Comprehensive School Health

The framework for Comprehensive School Health (CSH) is internationally recognized for supporting improvements in students’ educational outcomes while addressing school and community well-being in a planned, integrated, and holistic way. CSH enhances what already happens in the teaching and learning environments and motivates the whole school community through actions that encompass four integrated components providing a strong foundation for school community well-being:

- Teaching and Learning
- Social and Physical Environment
- Healthy School Policy
- Partnerships and Services

Why is CSH foundational to Physical Education 10?

Comprehensive School Health:

- recognizes that healthy active children and youth learn better and achieve more;
- understands that schools can directly influence students' health, fitness levels, motivations, and behaviours;
- encourages healthy lifestyle choices, and promotes students' health and well-being;
- incorporates health and wellness into all aspects of school and learning;
- links and aligns health, wellness, and education issues and opportunities;
- thrives with the participation, support, and engagement of families and the whole community.

In the school, CSH facilitates improved student achievement and positive behaviours. CSH encourages and supports the development of children and youth in becoming physically, psychologically, socially, spiritually, and environmentally healthy for life.



Figure 3. Comprehensive School Community Health

EFFECTIVE Physical Education 10 Programs	INEFFECTIVE Physical Education 10 Programs
High Quality Teaching and Learning	Low Quality Teaching and Learning
<p>Effective instruction consists of:</p> <ul style="list-style-type: none"> • Teaching Physical Education 10 for the required amount of time (i.e., 110 hours). • Addressing all dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental) through the use of personalized approaches that match the learning needs of students. • Establishing cross-curricular learning opportunities to strengthen wellness understandings and skills. • Supporting informal learning opportunities and connections to students' lives. • Providing students with choices as to how they will enhance personal wellness. • Planning to engage students in daily physically active learning experiences. • Using anti-oppressive and developmentally appropriate learning strategies to allow all students to see and be "themselves". • Infusing multi-cultural perspectives and ways of knowing. • Including all students in planning, learning, and assessing. 	<p>Ineffective instruction consists of:</p> <ul style="list-style-type: none"> • Treating Physical Education 10 as less important than other areas of study. • Planning and implementing a Physical Education 10 program that does not support students in achieving the provincial curriculum outcomes. • Focusing solely/primarily on the "physical" dimension. • Teaching outcomes in a sequence not based on integration of learnings from multiple outcomes. • Having 'sit in your desk' learning experiences dominate the learning time. • Teaching Physical Education 10 in isolation, without connections to students' daily lives. • Providing no choices or involvement in planning. • Allowing limited or no time for personal reflection. • Promoting only one way of knowing and being (i.e., ethnocentrism).
<p>Deep understanding of Wellness is:</p> <ul style="list-style-type: none"> • Creating, critiquing, and refining knowledge and skills, not just "having" it or "doing it". • Fostering competencies such as health literacy, physical literacy, goal-setting, personal agency, and social responsibility. • Applying wellness skills and strategies to authentic situations. • Engaging in inquiry-based decision making. • Reflecting on learning. • Emphasizing the interconnectedness of all of the dimensions of wellness and the importance of balanced wellness. • Stressing the commonalities among and transferability between different movement concepts, skills, tactics, and strategies. • Supporting self and others to be physically active daily. 	<p>Shallow knowledge of Wellness is:</p> <ul style="list-style-type: none"> • Answering literal recall questions (i.e., simply having the knowledge). • Promoting formalized team sport as a necessary movement experience for all students. • Seeing the dimensions of wellness in isolation. • Memorizing a series of health-related facts. • Doing only isolated health and/or movement activities. • Providing limited or no opportunity for decision making. • Planning for limited or no time to reflect on learning. • Lacking authentic opportunities to apply understandings, skills, and confidences. • Accepting and promoting a Eurocentric view of the world.
<p>Authentic assessment is:</p> <ul style="list-style-type: none"> • Knowing and negotiating what, why, and how students are learning and how teacher and students will know when students have achieved Physical Education 10 curriculum outcomes. • Being guided by assessment <i>for</i> learning. • Evaluating student achievement based on curricula outcomes. • Collaborating in the planning and criteria for assessment. • Use of pre-assessments and formative assessments to demonstrate growth and learning. • Demonstrating and documenting proof of learning and well-being. • Co-constructing clear expectations and criteria to help students attain the curricular outcomes. • Supporting constructive peer and self-assessment based on mutually agreed-upon criteria. 	<p>Inauthentic assessment is:</p> <ul style="list-style-type: none"> • Having only teacher awareness of Physical Education 10 curriculum outcomes and of reasons for learning or doing something. • Evaluating all students using only one technique or tool. • Using written quizzes and tests that assess solely basic knowledge of facts. • Using assessment criteria determined solely by the teacher. • Using assessment criteria that are unknown to students. • Comparing the achievement of all students to the elite/athletic students. • Adjusting curriculum outcome marks based on behaviours such as arriving to class on time and bringing "gym" clothes.

EFFECTIVE Physical Education 10 Programs	INEFFECTIVE Physical Education 10 Programs
<p>Resource-based learning is:</p> <ul style="list-style-type: none"> • Accessing and using a variety of appropriate equipment, media, and other resources. • Arranging for guests to align interactive presentations with provincial Physical Education 10 curriculum outcomes. • Using current and appropriate Prince Edward Island and Canadian data and information in relation to curriculum outcomes. • Using contemporary technologies and processes to learn and to document understanding. • Providing anti-oppressive and developmentally appropriate resources that allow all Physical Education 10 students to see themselves/others in respectful ways. 	<p>Ineffective Resource-based learning is:</p> <ul style="list-style-type: none"> • Using only one or two resource(s) as the basis for the Physical Education 10 program. • Having a guest speaker present the same information to numerous grade levels rather than targeting grade level curriculum outcomes. • Using a packaged or canned resource as a primary resource with no perceived relation to the provincial Physical Education 10 curriculum. • Ensuring students are all on the “same page” at the “same time”. • Using resources aimed at persuading students that they must live a certain way regardless of current research or life situations.
<p>Supportive Social Environments</p> <p>A supportive social environment includes:</p> <ul style="list-style-type: none"> • Providing a welcoming, caring, and inclusive environment regardless of age, ability, sexual orientation, appearance, culture, and gender. • Promoting high-quality relationships and leadership among and between staff, students, and community members. • Supporting formal practices such as policies, rules, and extra curricular opportunities that support all dimensions (i.e., physical, psychological, social, spiritual, environmental). • Demonstrating informal positive role-models and peer support. • Offering well-balanced opportunities that engage the interest of all students. • Understanding/accepting individual differences. 	<p>Social Environments</p> <p>A less effective social environment includes:</p> <ul style="list-style-type: none"> • Controlling and limiting learning opportunities for students. • Promoting competition over confidence and competence. • Prioritizing large group activities over partner and solitary activities. • Limiting access points for some students and for families. • Providing uncoordinated planning, implementation, and evaluation of supports. • Demonstrating unsystematic planning regarding prevention and intervention related to inappropriate social skills and related behaviours. • Ignoring opportunities for informal student and family supports.
<p>Community Engagement and Partnerships</p> <p>Authentic community engagement involves:</p> <ul style="list-style-type: none"> • Participating, contributing, and making connections with student, family, community, and society (e.g., Home and School Association, Parent Council). • Engaging the school community to expect and support healthy behaviours as well as to create reciprocal relationships to share resources and services. • Utilizing multiple learning environments within the community. • Developing appreciation for the diversity of Prince Edward Island people. • Supporting and promoting student, staff and community learning about health and well-being, both in and out of the school. 	<p>Community Engagement and Partnerships</p> <p>Less effective community engagement includes:</p> <ul style="list-style-type: none"> • Limiting parental participation in wellness to supporting efforts such as fundraising. • Lacking the development, implementation, and/or evaluation of school procedural/behavioural/instructional policies. • Allowing double standards to exist between the behaviour of adults and youth. • Lacking understanding of behaviour and learning expectations within the school.
<p>Healthy Physical Environment</p> <p>A healthy physical environment includes:</p> <ul style="list-style-type: none"> • Promoting a clean, safe, and health-enhancing environment that helps prevent injuries and enables healthier choices. • Communicating and practising safety procedures. • Communicating and monitoring hygiene standards. • Developing, implementing, and evaluating health and well-being policies (e.g., nutrition, physical activity, bully prevention, tobacco). • Planning opportunities and supports for daily participation in movement activities. • Creating environments free from bullying and harassment. • Making healthier choices the easier choices. • Accessing well-balanced opportunities for nutrition choices and opportunities to be physically active. • Planning school building and grounds to be conducive to inclusive physical activity opportunities before, during, and after school. 	<p>Physical Environment</p> <p>An unhealthy physical environment includes:</p> <ul style="list-style-type: none"> • Limiting development, implementation, and/or evaluation of health and wellness policies. • Not communicating or practising safety procedures (e.g., fire drills and lockdowns). • Restricting facilities and equipment for participation in physical activity during less structured times (e.g., recess, noon hour). • Inadequately supervising students before, between, and after classes, or in locker rooms. • Supporting unhealthy choices. • Using resources/materials/equipment that are unsafe or damaged.

Volunteering increases self-confidence. Volunteering can provide a healthy boost to your self-confidence, self-esteem and life satisfaction. You are doing good for others and the community, which provides a natural sense of accomplishment. Your role as a volunteer can also give you a sense of pride and identity. And the better you feel about yourself, the more likely you are to have a positive view of your life and future goals. Volunteering combats depression ... A key risk factor for depression is social isolation. Volunteering keeps you in regular contact with others and helps you develop a solid support system, which in turn protects you against stress and depression when you're going through challenging times. Volunteering helps you stay physically healthy ... Studies have found that those who volunteer have a lower mortality rate than those who do not, even when considering factors like the health of the participants. Volunteering has also been shown to lessen symptoms of chronic pain or heart disease.

(Helpguide.org, 2001-2011)

W2 Evaluate how service learning enhances the well-being of the volunteer and to individual(s), organization(s), and/or community(ies).

Service Learning

Service learning integrates meaningful community service with instruction and reflection to enrich the learning experience, teach social responsibility, encourage lifelong civic engagement, and strengthen communities for the common good.

Planning for service learning combines experiential learning and community service opportunities. It can be distinguished in the following ways:

- Curricular Connections - Integrating learning is key to successful service learning. Curriculum connections should be consciously planned for. See outcome W2 on page 37.
- Student Voice - Students should be involved in the selection, design, implementation, and evaluation of their service learning.
- Reflection - The balance of reflection and action allows a student to be constantly aware of the impact of his/her work.
- Community Partnerships - Partnerships with community organizations/agencies/individuals are used to identify genuine needs, provide mentorship, and contribute positively towards completing a service learning project. All partners will give and benefit in a successful partnership.
- Assessment - Effective assessments for, of, and as learning must be carefully planned for based upon discussions with the student(s) and the community member/agency/individual about curricular learning outcomes.

In Physical Education 10, the expectation is that students will be involved in community service that purposefully enhances the well-being of self and others. This community involvement will be identified and planned for in their Personal Plan for Wellness. It is intended that students evaluate how service learning experiences enhance the well-being of the volunteer while providing meaningful services to the individual or organization.

Planning Guidelines for Service Learning

Outcome W2 should be introduced early in the semester or year and then addressed at appropriate times throughout the course.

The following guidelines are suggestions for teachers to consider when planning for service learning:

- Have students identify volunteer opportunities early in the semester/year. These opportunities should align with wellness needs in the community as well as opportunities to enhance dimensions of personal wellness.

-
- Numerous experiences can make up service learning. To support students' understanding of positive volunteerism, the teacher can start with a group experience and use this common experience when outlining some of the expectations involved.
 - Communicate with the agency/organization/individual. Send emails/letters to potential agencies/organizations very early in the course. Conclude with thank-you letters/emails from both the student and the school.
 - Facilitate students arranging face-to-face information gathering interviews prior to beginning their volunteer experience. During the interview, students will want to gather contact information, a description of services offered, and possible opportunities to enhance the wellness of the community.
 - Document student involvement. Keep a file folder/electronic folder for each student and make a spreadsheet that outlines where each student is, what types of volunteering she or he is involved in, and at what times. Establish the dates and times that students are available and record these in an electronic calendar for students, families, and the teacher to access.
 - Emphasize that all students are to document their experiences and respond to a number of guiding questions for self-reflection that will be provided throughout the service learning opportunity. Students may submit a service log, journal, or blog in written or electronic format to the teacher on a session by session basis. Assessment for and as learning is a continuous process. This allows the teacher to be involved in the students' experiences and provide support.
 - Involve the agency/organization/individual in the student's evaluation. Assessment of learning is most authentic and effective when it is based upon self-assessment data, teacher assessment data, and assessment data provided by the agency/organization/individual.

Personal Plan for Wellness (PPW)

The concept of wellness focuses on self and extends to investments in people and causes beyond oneself. We cannot attain or maintain optimal wellness without taking care of ourselves, reaching out to others, and investing in meaningful causes beyond ourselves. To achieve optimal wellness, we need to ask questions for deeper understanding, such as “What do I need to do to sustain my wellness?” “How does my wellness impact my friends and family and vice versa?”, and “How do we live with the consequences of our decision making?”

The primary purpose of Physical Education 10 is to facilitate opportunities for students to take responsibility for **monitoring, enhancing, and evaluating** their own wellness. It is important at the secondary level that students become more independent and able to take charge of their wellness outside of the school environment. Having students make informed decisions, and **create and implement** wellness plans shifts some of the responsibility for wellness away from the teacher and to the students.

In this course, students demonstrate increasing responsibility for their own wellness by **designing, implementing, revising, and evaluating** one comprehensive multi-dimensional (i.e., physical, psychological, social, spiritual, environmental) Personal Plan for Wellness for the entire course.

People who are successful at making lifestyle changes take time to identify specific goals and a plan of action. Throughout Physical Education 10, each student will regularly assess and revise his or her ongoing Personal Plan for Wellness to reflect achievement of identified goals. Revisions to personal plans also reflect the new learnings and understanding as they relate to all of the dimensions of wellness.

Physical Education 10 Planning

The curriculum outcomes, which are interconnected, are the starting point for planning. Teachers can create authentic learning opportunities to support student achievement of the outcomes through purposeful planning. Purposeful planning requires a deep understanding of the depth and breadth of each outcome and careful consideration of planning for learning opportunities that address more than one outcome.

During Physical Education 10, students achieve 10 outcomes. Eight of the outcomes are required and two of the outcomes are chosen from four optional outcomes provided (see Figure 4). Whenever possible, classes should be given choice regarding which of the optional outcomes they wish to pursue. Flexibility in planning around the choice of optional outcomes allows for students, teacher(s), and/or communities to focus on local needs to achieve balanced wellness throughout life.

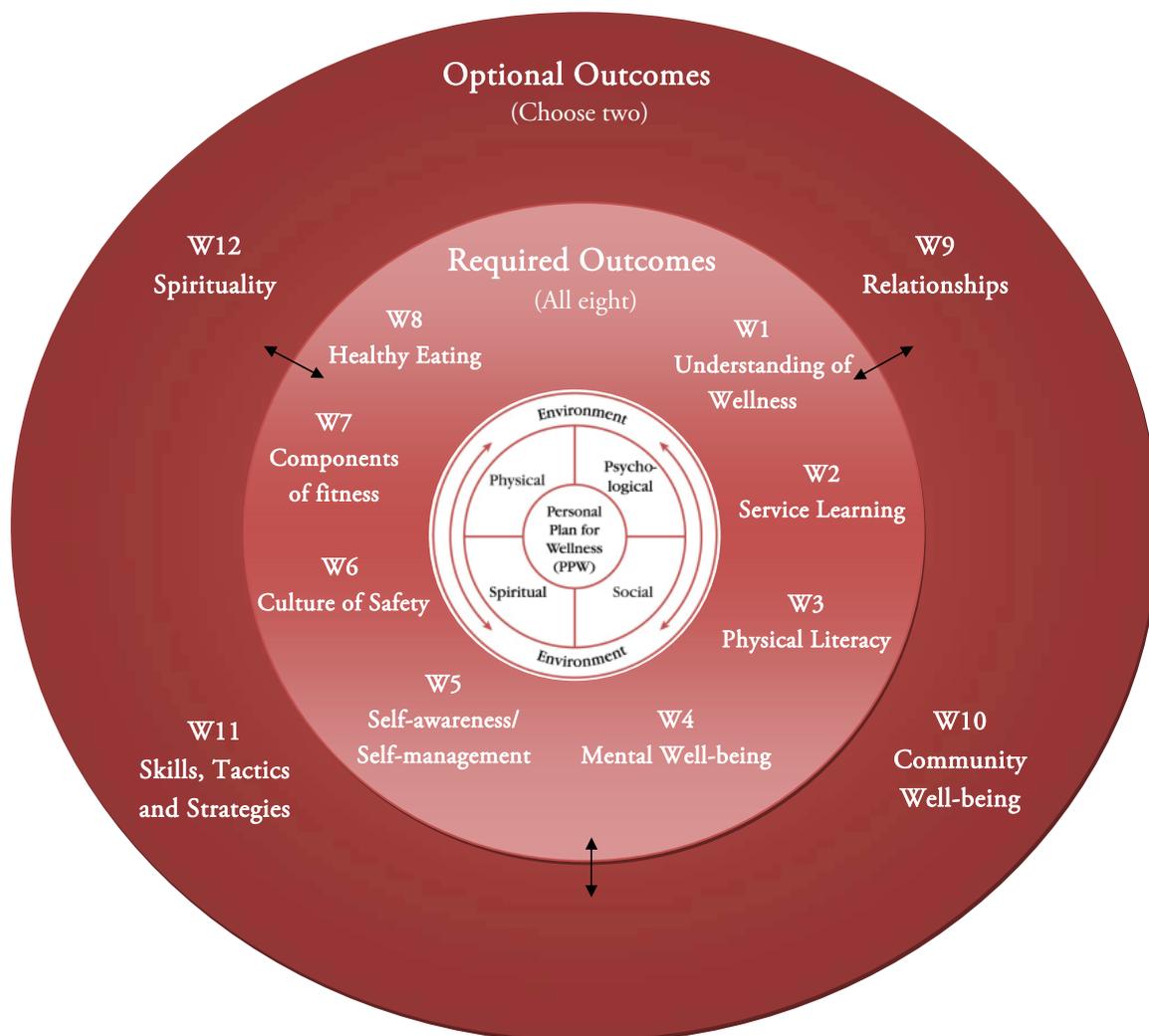


Figure 4. Physical Education 10 Planning

When planning for Physical Education 10, teachers need to recognize that the learnings associated with a number of outcomes can be integrated for planned learning experiences over a period of time. Additionally, most of the learnings associated with each outcome can be experienced in the context of participation in movement activities. Through purposeful planning that includes an integration of learnings from a number of outcomes, teachers can ensure that students are regularly physically active during Physical Education 10.

Additional Planning Recommendations

Most of the learnings associated with Outcome W1 (Understanding of Wellness) should be addressed at the beginning of the course. This will support each student in effectively initiating a Personal Plan for Wellness. This plan will be revised (based on new learning and data) and continue to be a focus throughout the course.

Teachers should also plan for learning experiences indicated in Outcome W2 (Service Learning) to occur near the beginning of the course. This will establish a strong basis for students to achieve their service learning.

By integrating the learnings from multiple outcomes, teachers will help students understand the interconnectedness of the learnings associated with the dimensions of wellness.

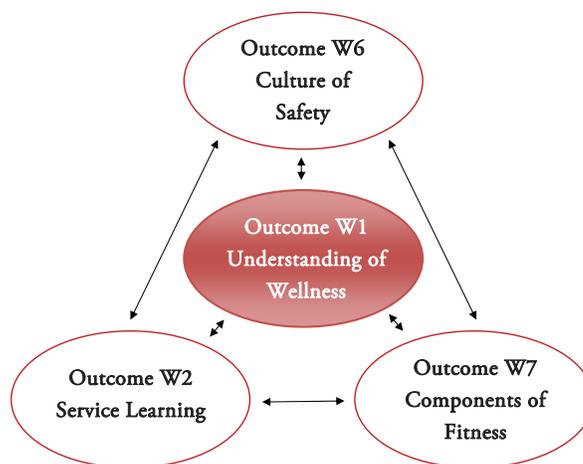


Figure 5. Sample Graphic Organizer for Integrating Outcomes

The graphic organizer, shown in Figure 5, provides a visual of a potential integration of outcomes to be addressed over a period of time. At the centre of the graphic is the “entry” outcome which becomes the main focus of instruction for the time frame. The entry outcome influences the planning for all lessons throughout the time frame. The surrounding outcomes are all interconnected with the “entry” outcome and one or more of them would be incorporated into the learnings of each lesson throughout the time frame. This example could guide the initial planning. (Note: For balanced attention to the outcomes and balanced planning, the “entry” outcome would change regularly during the semester. See Table 3.)

Overview of Physical Education 10

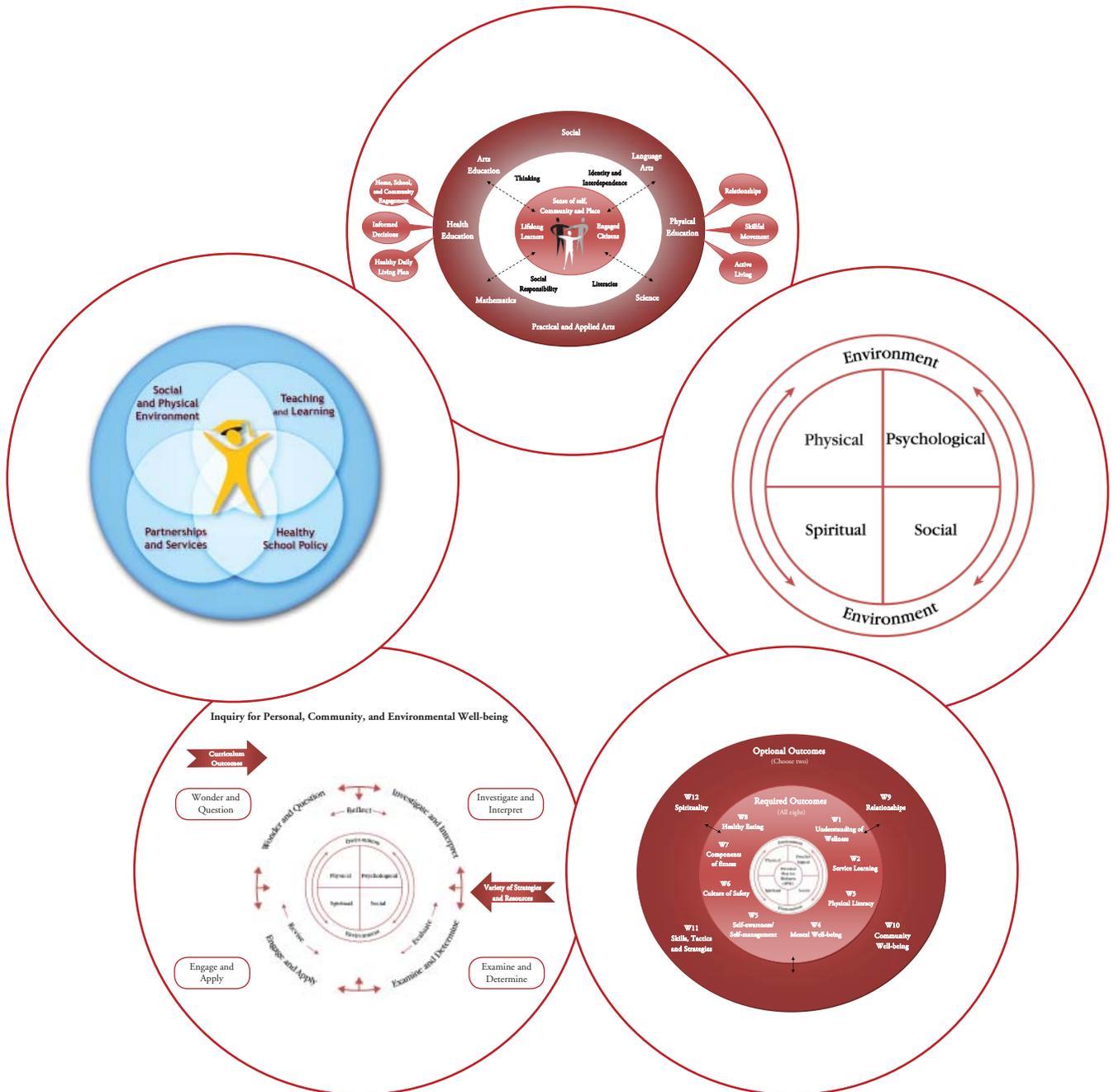


Figure 6. Overview of Physical Education 10

Daily Planning

The prerequisite of a meaningful learning experience is a well-planned lesson. All lesson planning should begin with an analysis of the outcome(s) and indicators to determine what it is students should know, understand, and be able to do. The indicators related to each outcome guide the plan for learning and demonstrate the types of knowledge required (i.e., factual, conceptual, procedural, metacognitive, or a combination) to achieve each outcome. The teacher should consider the types of evidence that would demonstrate students have achieved the outcome and how student progression towards achieving the outcomes will be assessed. In creating daily lesson plans, the teacher should always consider “How can I plan to engage students in authentic physically active learning experiences that address the understandings and skills associated with more than one outcome?” This will support students in developing a deeper understanding of the individual outcomes and, more importantly, deeper understandings of the connected learnings associated with being physically literate and health literate.

Adjustments to learning opportunities and assessment strategies may need to be made to accommodate individual abilities and to support all students in achieving the outcomes. When working with students, the teacher should personalize instruction and give equal feedback regardless of gender, skill levels, and special needs. As well, all students should be involved in developing deeper understandings and receiving meaningful feedback, both positive and corrective, that advances learning.

A sample planning checklist (Table 2) is provided to support teachers in their initial planning.

Sample Planning Checklist

	Have I read student cumulative folders to make sure I am aware of necessary adaptations and IEP goals?
	Have I identified how I will assess the depth and breadth of each outcome?
	Have I planned for student involvement in developing assessment criteria and/or assessment forms?
	Have I planned for student involvement in determining individual weighting of particular assessment items?
	Have I established how I will explain the weighting and emphasis for assessment and evaluation?
	Have I identified how students will demonstrate their confidence, ability, and application in their daily lives?
	Have I planned learning experiences that will help each student attain the Physical Education 10 outcomes?
	Have I planned for an integration of the learnings from a number of outcomes?
	Have I planned for students to focus on particular wellness experiences identified from an analysis of their personal wellness inventories?
	Have I planned for active learning in authentic contexts?
	Have I planned appropriate learning experiences that will interest students and establish connections among students' existing knowledge, skills, and new learnings?
	Have I planned to support students in managing their own safety?
	Have I planned for students to be able to pursue the "big ideas" in a variety of situations?
	Have I planned for student choice in their movement activity experiences, ensuring that a variety of options are available and inclusive?
	Have I contacted community partners to clarify options for alternate learning environments (e.g., community rink) and for potential service learning opportunities?
	Have I planned for a variety of instructional methods in order to meet the needs of all my students?
	Have I used a variety of print and nonprint resources (including audiovisual, electronic, and human)?
	Have I planned for a class environment that is comfortable for all of my students regardless of their gender, sexual orientation, race, culture, physical or intellectual abilities, age, or other factors?
	Have I provided sufficient variety and/or choice in learning experiences and assessment activities so that all students have the opportunity to balance personal wellness and to demonstrate their learning?
	Have I provided opportunities for students to establish a Personal Plan for Wellness, as well as continuing opportunities to evaluate and revise their plans?
	Have I used formative assessments to enhance student learning?
	Have I ensured that I utilize modified equipment needed for students with special needs?

Table 2. Sample Planning Checklist

Sample Outcome Focus to Guide Planning (Semester 1 Example)

Focused attention to the outcome / Underlying attention to the outcome					
Wellness 10 Outcomes	Aug/Sept 24 Hours	Oct 21 Hours	Nov 21 Hours	Dec 16 Hours	Jan 18 Hours
Required Outcomes					
W1 Understanding of Wellness	→	→	→
W2 Service Learning	→	→	→
W3 Physical Literacy	→	→	→
W4 Mental Well-being		→	→	
W5 Self-awareness / Self-management		→	→	→
W6 Culture of Safety	→	→
W7 Components of Fitness	→	→
W8 Healthy Eating	→	→
Optional Outcomes (Choose two)					
W9 Relationships					
W10 Community Well-being					
W11 Skills, Tactics, Strategies					
W12 Spirituality					

Table 3. Sample Outcome Focus to Guide Planning

Overview for Key Stage Physical Education Curriculum Outcomes

What students are able to do and know at the end of Grade 3, 6, and 9

Grade 3

Students are expected to:

- Enjoy and engage in healthy levels of participation in movement activities to support lifelong living in the context of self, family, and community (**Active Living**).
- Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities (**Skilful Movement**).
- Balance self through safe and respectful personal, social, cultural, and environments interactions in a wide variety of movement activities (**Relationships**).

Health-Related Fitness:

Students will participate, and apply strategies for developing components of health-related fitness in a variety of moderate to vigorous movement activities.

Active Living:

Students will evaluate the role of participation in movement activities and take responsibility for leading a physically active life.

Locomotor Skills:

Students will apply a variety of ways to skilfully move the body through space.

Non-Locomotor Skills:

Students will apply a variety of ways to skilfully move the body on the spot while participating in movement activities.

Manipulative Skills:

Students will apply a variety of ways to skilfully move objects while participating in movement activities.

Movement Variables:

Students will apply movement variables of space, effort, and experience relationships with objects and others to increasing complex movement skills and sequences while participating in body management activities.

Rhythmical Movement:

Students will demonstrate rhythmical movement with smooth transitions in self-created patterns, responsive patterns, and established dances.

Play Strategies and Skills:

Students will use effective movement skills, tactics, and strategies while participating in low-organizational, inventive and co-operative games, small-sided, and lead up target, striking/fielding, invasions/territorial games, and alternate environment activities.

Positive Interactions:

Demonstrate positive interactions with others in co-operative and competitive movement activities.

Safety:

Evaluate personal commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities.

Relationships:

Demonstrate, verbally and non-verbally, considerations and respect for all others while participating in physical education activities.

Overview for Key Stage Physical Education Curriculum Outcomes

What students are able to do and know at the end of Grade 3, 6, and 9

Grade 6

Health-Related Fitness:

Create and implement, with guidance, as a class, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle, and incorporates daily moderate to vigorous movement activity.

Cardiovascular Fitness:

Create and implement a personal health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that involves setting a goal for improvement, applies the F.I.T.T. principle and incorporates daily moderate to vigorous movement activity.

Body Systems:

Demonstrate an awareness of the body systems that are directly related to and affected by the development of the health-related components of fitness.

Muscular Fitness:

Apply, with guidance, beneficial and safe strategies to improve flexibility and muscular endurance through participation in a variety of movement activities.

Body Composition:

Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect body fat composition.

Complex Skills:

Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor to be used in body management activities and games.

Skill-Related Fitness:

Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness and how they connect with the health-related components of fitness in the development of each other.

Manipulative Skills:

Express and apply, with guidance, performance cues to enhance manipulative skills.

Performance Refinement:

Apply performance cues, movement variables, tactics, and principles of practice in complex movement activities to improve the performance of self and others.

Skilful Play:

Refine, alone and with others, selected movement skills, tactics, and strategies while participating in games and activities.

Rules:

Demonstrate an understanding of, and willingness to, accept the rules of teacher-selected games by officiating and participating in classmates officiated competitions.

Safety and First Aid

Make decisions about how to prevent and care for common movement activity-related discomforts and injuries.

Grade 6 (cont'd)

Biomechanics:

Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills involving locomotor, non-locomotor, and manipulative skills.

Movement Concepts:

Analyse and apply, with guidance, movement concepts to support skill development while participating in target and invasion/territorial games.

Decision Making:

Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in target, low-organizational invasion/territorial, inventive and co-operative games.

Alternate Environment and Body Management:

Apply controlled use of selected movement skills and variation (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of alternate environment and body management activities.

Volunteerism and Leadership:

Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a co-operatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.

Influences:

Analyse the attributes and limitations of self and others as sources of information for making decisions related to participation of self and others in movement activity as well as for possible career choices.

Safety and Rules:

Analyse and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others.

Relationship Skills:

While participating in movement activities, apply a personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others.

History and Culture:

Examine, evaluate, and represent the historical and present impact of our World neighbours on the development of movement activity options as a means of supporting the well-being of self and others.

Overview for Key Stage Physical Education Curriculum Outcomes

What students are able to do and know at the end of Grade 3, 6, and 9

Grade 9

Health-Related Fitness:

Examine and apply the principles of training to personal action plans that incorporate daily moderate to vigorous movement activity and focus on the improvement and/or maintenance of self-selected components of health-related fitness.

Body Composition:

Determine safe and credible publicly promoted options for managing body composition and weight, and analyse the influence of mass media on body image.

Skeleton System:

Demonstrate an understanding of the effects of exercise and inactivity on the skeleton system and the function of the skeleton system in relation to participating in movement activities.

Muscular System:

Apply an understanding of how to positively affect the major muscle groups while clarifying an understanding of the effects of exercise and inactivity on the muscular system.

Skill-related Fitness:

Implement personal plans for improvements of skill-related components of fitness to improve the weaker components and to support enjoyment in personal, social, and competitive movement activities.

Complex Skills:

Utilize, including smooth transitions, complex movement skills that combine locomotor skills and non-locomotor skills, and manipulative skills to enhance personal performance and enjoyment in a variety of movement activities.

Cross-training:

Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill while participating in movement activities.

Core Strength:

Investigate and apply safe and effective strategies for developing the strength of core muscles and joint muscles.

Skill-Related Fitness:

Implement personal plans for improvements of a self-selected, skill-related components of fitness as it applies to complex movement skills used in a sport or activity of interest.

Complex Skills:

Build skills towards proficiency in four self-selected complex movement skills from the categories in the Movement Chart.

Biomechanics:

Explore, apply, and communicate biomechanical concepts and principles related to levers and projectiles, as well as Newton's Laws of Motion as a means to enhance independence in learning motor skills.

Games, Tactics, and Strategies:

Collaboratively with teacher or peer, design and implement a plan to use effective tactics and strategies to enhance performance and enjoyment for self and others (Movement Chart).

Grade 9 (cont'd)

Decision Making:

Analyse the situational decisions of self and others, while under the pressure of game play to determine the effectiveness of the decisions and to propose options for improvement.

Alternate Environment:

Collaboratively with teacher or peer, design and implement plans to use effective tactics and strategies to enhance performance and enjoyment of self and others, while showing respect for the environment, when participating in a variety of alternate environment activities.

Movement Sequences:

Perform, both as a leader and a follower, self-created collaboratively created and established sequences of movements with smooth transitions, incorporating skills and combinations of skills from a variety of games and body management activities (Movement Chart) alone and with others.

Body Management:

Express insights on the experience of participating in body management activities, including dance and gymnastics, as well as others.

Technical Influences:

Demonstrate an understanding of the impact of current and emerging technologies on fitness, fitness-related career options, and well-being.

Volunteerism and Leadership:

Plan, participate in, and lead with others, a movement activity event to engage others in movement activity.

Influences:

Identify and discuss the influences of mass media, advertising strategies, and other sources to determine their impact on promoting active living.

Safety and Rules:

Analyse and apply the safety guidelines and rules related to activities in the Movement Chart to develop an appreciation of their impact on self and others.

Prevention and Care:

Apply an understanding of how to prevent and care for a variety of movement activity-related injuries.

Respectful Behaviour:

Demonstrate an understanding of and incorporate positive social behaviours into all aspects of personal involvement in movement activities, in the context of both a participant and a spectator, after examining the positive and negative influences of organized sports, movement competitions, and mass media on the social behaviour of self and others.

History and Culture:

Analyse the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives that support personal, family, and community active living and well-being.

Contemporary Culture:

Identify and discuss personal perspectives on how to manage the contemporary opportunities and challenges that influence one's ability to develop as skillful movers, to live a balanced life, active lifestyle, and to develop and maintain safe and respectful relationships.

Grade 10 Outcomes

- W1 Evaluate one's self in each dimension of wellness.
- W2 Evaluate how service learning enhances the well-being of the volunteer and to the individual(s), organization(s) and/or community(ies).
- W3 Plan movement activities to increase confidence, competence, and sustainability.
- W4 Assess the impact of mental health on overall well-being of self, family, and community.
- W5 Assess one's own self-awareness and self-management for the purpose of enhancing personal well-being and the well-being of others.
- W6 Model safety and injury prevention practices.
- W7 Develop sustainable well-being through movement activities.
- W8 Critique decisions regarding personal healthy eating practices based on connections to wellness.
- W9 (Optional)** Assess how relationships influence all dimensions of wellness.
- W10 (Optional)** Design a plan to address community well-being.
- W11 (Optional)** Develop skills, tactics, and strategies to enhance competence, confidence, and sustainability in movement activities.
- W12 (Optional)** Develop the connection between spirituality and wellness.



The heart symbol is used to identify outcomes that should be addressed with sensitivity. It is important to know your students and to consider what outcomes/issues should be handled with care.

Sample values attached to each outcome are as follows:

Outcome 1:	Understanding of Wellness	11%
Outcome 2:	Service Learning	11%
Outcome 3:	Physical Literacy	17%
Outcome 4:	Mental Well-being	6%
Outcome 5:	Self-awareness/Self-management	11%
Outcome 6:	Culture of Safety	11%
Outcome 7:	Components of Fitness	17%
Outcome 8:	Healthy Eating	6%
Outcome 9:	Relationships	5%
Outcome 10:	Community Well-being	5%
Outcome 11:	Skills, Tactics, and Strategies	5%
Outcome 12:	Spirituality	5%

Outcomes and Indicators

Outcome

W1 Evaluate one's self in each dimension of wellness.

Elaboration

The purpose of this outcome is for students to explore, examine, and reflect upon their understanding of the dimensions of wellness while participating in various learning opportunities. These learning opportunities should balance and compliment all the dimensions of wellness. A student-centered approach will help students reflect on their own personal wellness needs and the needs of others.

With this outcome, students learn that achieving a balance between all dimensions of wellness requires planning. They see how important it is to have a well-rounded life that involves healthy behaviours.

These are the dimensions of wellness the curriculum will address (refer to pages 11-14):

- Physical
- Psychological
- Social
- Spiritual
- Environmental

Students should analyse their current level of wellness by using a wellness inventory tool (a sample is provided in the *Samples of Specific Assessment Tools* document). This inventory should be revisited by each student throughout the course to show growth, development, and/or change.

Balance can be defined as a state of equilibrium; equal distribution, mental steadiness or emotional stability; habit of calm behaviour. Retrieved from: <http://dictionary.reference.com/browse/produce>

Students should discuss how they know if their life is in balance and should be able to identify some clues.

This outcome will set the stage for all other outcomes and will be foundational to the student's Personal Plan for Wellness (PPW). The PPW can be documented electronically and/or with journals. (An example can be found in the *Samples of Specific Assessment Tools*).

The PPW allows students to be central in the learning process. It also allows students to make informed decisions about their personal wellness and provides a long-term record of wellness growth and learning. The PPW will be embedded throughout the high school physical education curriculum.

Students may need assistance with some time management tips. To guide them, you may suggest the following:

- Be organized – budget your time.
- Sleep.
- Plan ahead and follow your PPW plan.
- Prioritize your tasks as there is always more to do than you have time for.
- Be flexible. Make adjustments to your PPW plan if you need to.
- Create a vision and purpose.
- Make a to-do list.
- Keep your work with you and in that way, if you find yourself with extra time you can get something done.
- Don't be afraid to say no.
- Find your productive time. Are you a morning, afternoon, or evening person?
- Create dedicated time for your activities.
- Overcome procrastination.

This outcome should be addressed early in the school year to help students organize their PPW and to lay the foundation of a plan for student success throughout this course.

Indicators

- a. Participate in a variety of learning experiences that positively influence and balance one's well-being (e.g., exercising, smudging, recycling, gardening).
- b. Reflect on personal beliefs (e.g., being healthy takes work) while addressing common misconceptions about wellness (e.g., if one is not sick, then one must be well).
- c. Employ appropriate and increasingly sophisticated strategies (including technology) to gather, interpret, and evaluate wellness information (e.g., interview community wellness experts, evaluate source of information, reflect on personal biases, discuss alternative perspectives).
- d. Compare traditional (e.g., medicine wheel), contemporary (e.g., networked teams of health providers), and evolving information (e.g., technological advances, ongoing research) about wellness.
- e. Analyse and communicate the dimensions of wellness in terms of their interconnectedness (i.e., connections), interdependence (i.e., mutual benefits), and interactions (i.e., effects of one on another).
- f. Examine the consequences of neglecting or over-emphasizing any of the dimensions of wellness.
- g. Investigate the multitude of factors that exert influences on life balance (e.g., relationships, gender, culture, stress, sense of belonging, leisure, traditions, socio-economic factors, physical and mental fitness, technology use).
- h. Critique community and societal norms (e.g., expectations regarding gender roles, norms regarding alcohol consumption) that influence the well-being of self, family, and community.
- i. Assess one's motivations, (e.g., appearance, health, ability), and limitations (e.g., time management) that improve and/or impede one's personal wellness.
- j. Analyse individual and civic responsibility in nurturing well-being and examine the social factors (including expectations of self and others) that influence personal wellness.
- k. Examine available supports (both formal and informal) for attaining and maintaining optimal wellness and establish strategies to effectively access these supports.
- l. Analyse one's current level of wellness (e.g., wellness inventory).
- m. Initiate an ongoing multi-dimensional (i.e., physical, psychological, social, spiritual, environmental) Personal Plan for Wellness based on a comprehensive analysis of personal well-being.
- n. Reflect on activities participated in, and the effect they have on each dimension of wellness (positive and negative).

Outcome

W2 Evaluate how service learning enhances the well-being of the volunteer and to individual(s), organization(s), and/or community(ies).

Elaboration

Heidi Hayes Jacobs: *Service learning is an apprenticeship model of learning. It is learning by doing.* It occurs without the need for base knowledge. It occurs beyond the formal rules and classroom traditional education. (Heidi Hayes Jacobs, *Curriculum 21*, 2010, pg. 85)

Service Learning is a community based learning experience in which students participate in an organized learning activity that meets identified community needs.

Service learning involves:

- applying knowledge through investigation of a community problem;
- planning ways to solve the problem;
- action through service;
- reflection on the experience and what was learned;
- demonstration of results.

Effective service learning involves cognitively challenging reflection activities, incorporates student voice in decision making, fosters diversity, includes monitoring of progress, has a significant duration, develops reciprocal partnerships with school/community organizations and requires students to participate in meaningful service.

One common misconception is that service learning is the same as volunteering, but there are distinct differences. Service learning is a hands-on, practical form of learning. Volunteering to help your community is valuable but often does not involve time spent for self-reflection and class discussion. Volunteering also may not involve the student in identifying community needs and informed courses of action.

The value of service learning as a learning-by-doing teaching method provides students, faculty, and community members with the following opportunities (Eyler and Giles, pages 7-12):

- learning from experiences;
- linking personal and interpersonal developments with academic development;
- learning and being actively involved in the process of social problem solving
- increasing citizenship through social responsibility.

To evaluate, students will analyse, apply, and understand how service learning can affect the overall well-being of self and community. This outcome requires students to reflect deeply on their experience as well as the experiences of the individual or community they helped and can be captured through:

- interviews;
- discussions;
- observations;
- personal reflections.

This service learning experience should be actively engaged in and can be combined with time required by other course outcomes.

Some partners students may wish to connect with could be:

- Habitat for Humanity;
- Food Bank;
- Boys and Girls Club;
- School Breakfast Programs;
- Big Brothers/Big Sisters;
- Seniors Active Living;
- Fundamental Movement Skills for Elementary School Students.

Teachers and administrators are reminded to refer to the *Guidelines and Procedures for Community Based Learning*, Draft 2009.

Teachers can contact their administration to access their school's SHAPES/YSS student health profile report, which reflects student health behaviours related to healthy eating, physical activity, tobacco/alcohol/drug use, and mental fitness at www.gov.pe.ca/healthyschoolcommunity.

Indicators

- a. Reflect on and discuss what is known about service learning (e.g., what volunteers do, where volunteering occurs, why people volunteer/do not volunteer).
- b. Investigate historical, contemporary, and evolving needs and opportunities (e.g., time, situations, programs, technology, and/or environments) in the community which might benefit from acts of service.
- c. Determine a variety of community service opportunities that would benefit the well-being of one's community (e.g., meals on wheels, senior centres, canvasser, walking school bus, Special Olympics, coaching/officiating minor sports, Save the Planet, ditch picks, helping seniors who are housebound).
- d. Investigate the impact of volunteering on the overall well-being of self and community (e.g., motivation and sense of accomplishment, sense of belonging, enhanced personal skills, career opportunities, advocacy, cleaner natural environment).
- e. Analyse the contributions that young adults can make through service to their community.
- f. Assess personal skills and aptitudes to find the most effective community service opportunities for self.
- g. Set personal goals, that are documented in one's Personal Plan for Wellness, of what one wants to accomplish from service learning.
- h. Evaluate, revise, and continue to implement Personal Plan for Wellness to be actively engaged in the participation in service learning in the community (e.g., school, local community, global community).
- i. Document, monitor, and communicate, using a variety of technologies (e.g., photos, video), one's involvement in, and understanding of, service learning.

Outcome

W3 Plan movement activities to increase confidence, competence, and sustainability.

Reminder:

Health-related fitness includes cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition. Skill-related fitness includes power, agility, speed, reaction time, balance, and coordination.

Elaboration

Students will actively engage in movement activities with self and others during the length of this course. Individuals who are physically literate move with competence and confidence in a wide variety of physical activities that benefit the development of the whole person. These physical literacy activities must be performed in a variety of environments.

Confidence is defined as individuals who can move with poise and economy in a wide variety of physically challenging situations. These individuals will have a well established sense of self as embodied in the world. This together with an articulate interaction with the environment will engender positive self esteem and self confidence. Retrieved from: <http://www.physical-literacy.org.uk/definitions.php>

Students can assess their own confidence through self-reflection over a period of time.

Competence is defined as individuals who are perceptive in ‘reading’ all aspects of the physical environment, anticipating movement needs or possibilities, and responding appropriately to these, with intelligence and imagination. In addition, physically literate individuals will have the ability to identify and articulate the essential qualities that influence the effectiveness of their own movement performance, and have an understanding of the principles of embodied health, with respect to basic aspects such as exercise, sleep, and nutrition. Retrieved from: <http://www.physical-literacy.org.uk/definitions.php>

Students should be assessed on their individual skill development in authentic environments and conditions.

Both competence and confidence assist students in developing their physical literacy.

Descriptions of physical literacy are often interpreted as if the capability is a state of being; that is, an individual is or is not physically literate. This is not the case. Physical literacy is not a capability that is achieved at a particular time and then persists throughout life. All can achieve physical literacy. There are no benchmarks that have to be reached. Each individual will be on their own physical literacy journey which will be unique, with twists, turns and maybe setbacks along the way. The key issue is that teachers and significant others are supporting individuals in making progress on their individual journey.

Copyright Margaret Whitehead, February 2012

Sustainability can be defined by an action or process that is maintained or kept going. Students must plan for their preferences in all the dimensions of wellness and perform those choices by following their PPW. The student's PPW is self-directed. Access to facilities (environment) in the school/community may influence what is possible in (for) their PPW.

Authentic skill evaluations should occur in the following categories:

Target Games	Invasion/ Territorial Games	Net/Wall Games	Striking/ Fielding Games	Low- organizational and Inventive Games	Body Management Activities	Alternate Environment Activities
<ul style="list-style-type: none"> • bowling • curling • golf • bocce ball • archery • pin guard 	<ul style="list-style-type: none"> • basketball • touch/flag football • soft lacrosse • soccer • floor hockey • team handball • ultimate frisbee • speedball • rugby • field hockey 	<ul style="list-style-type: none"> • badminton • table tennis • tennis • volleyball • pickleball • Takraw Sepak • squash 	<ul style="list-style-type: none"> • softball • longball • cricket • kickball 	<ul style="list-style-type: none"> • king's court • capture the flag • cooperative games • environmental games 	<ul style="list-style-type: none"> • dance • educational gymnastics • yoga • track and field • aerobics • pilates • wrestling • skipping • fitness • circuit training 	<ul style="list-style-type: none"> • aquatics • cross-country skiing • downhill skiing • snowshoeing • cycling • hiking • skating • orienteering • skateboarding • wall climbing • canoeing • kayaking • roping

Students should participate in movement activities from the following game categories:

- Target games – the performer propels an object, with great accuracy, toward a target. Players must avoid obstacles to get an object closer than the opponents' object to the target.
- Net/wall games – involve propelling an object into space, over a net or against a wall so it lands in bounds more frequently than the opponent's or so an opponent is unable to make a return.
- Invasion/territorial games – the goal is to invade an opponent's territory while controlling an object and move it into a scoring position.
- Striking/fielding games – the goal is to strike an object, so that it eludes defenders in order to run the bases and score more runs than the opponents before getting out.
- Alternate environment activities – involving students in a variety of skills needed for enjoyable and safe participation in a variety of alternative environments such as hiking and orienteering.

* Please refer to the *Princed Edward Island Physical Education Safety Guidelines* when considering activities.

Indicators

- a. Reflect on and make conclusions about one's own personal preference for participation in movement activities as based on the dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental).
- b. Assess own level of confidence and competence in participating in each of the four basic physical environments (i.e., on the ground, in the water, on snow and ice, in the air).
- c. Evaluate perceived and actual personal levels of confidence and competence when utilizing the required complex skills needed to participate in self-selected movement activities.
- d. Analyse the impact that current personal strengths and weaknesses in health-related fitness have on personal performance of complex skills used in self-selected movement activities (e.g., I have good upper body strength so I am successful at swimming lengths in the pool).
- e. Analyse a complex skill required in each self-selected movement activity to determine which Basic Movement Patterns/Skills require practice for enhancing sustainable performance of the skills.
- f. Assess personal understanding of tactics (e.g., response to a specific moment in time such as what to do in the case of unexpected fatigue during long-distance running) and strategies (e.g., predetermined plan such as choosing a golf course based on your ability) in self-selected movement activities.
- g. Apply relevant biomechanical principles (e.g., laws of motion, friction) to enhance complex skills required for competent participation in self-selected movement activities.
- h. Analyze influences (e.g., fluid intake, commitment to practice, available technology, audience, nutrition) that affect optimal personal performance during participation in movement activities.
- i. Locate, evaluate, and use resources (e.g., websites, people in the community, agencies in the province) to help support and build one's understanding of effective skill performance, tactics, and strategies to be used in individual/partner movement activities.
- j. Analyse personal utilization of movement skills, tactics, and strategies utilizing technology (e.g., video motion analysis of self and others, pedometers, technological applications) and other means (e.g., checklists, rubrics).
- k. Analyse transferable skills, tactics, and strategies to be used in the performance of various other self-selected individual and/or partner movement activities.
- l. Utilize visualization and other mental preparation strategies to enhance performance in self-selected movement activities.
- m. Critique, after participation in self-selected movement activities, decisions made regarding the utilization of skills, tactics, and strategies.
- n. Evaluate, revise, and continue to implement a Personal Plan for Wellness to increase competency in complex skills and enhance participation in movement activities that support sustainable wellness.

Outcome



W4 Assess the impact of mental health on overall well-being of self, family, and community.

This outcome should be addressed with sensitivity. It is important to know your students and to consider what outcomes/issues should be handled with care.

Elaboration

According to the Canadian Mental Health Association, everyone has mental health regardless of whether or not they have mental illness. Everyone's mental health can be supported and promoted, regardless of whether or not they have mental illness. Positive coping strategies can help everyone maintain and enhance their mental health.

Illness has encouraged the euphemistic use of the term “mental health” to describe treatment and support services for people with mental disorders and in other matters related to mental ill health. This usage contributes to confusion about the concept of mental health as well as the concept of mental illness.

The World Health Organization (WHO) defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO 2001, p.1). Mental health is clearly an integral part of this definition. Mental health is more than the absence of mental illness: it is vital to individuals, families, and societies.

The World Health Organization claims that mental health can be described as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community (WHO 2001a, p.1). In this positive sense, mental health is the foundation for well-being and effective functioning for an individual and for a community.

Neither mental nor physical health can exist independently. Mental, physical, and social functioning is inter-dependent. Recognizing health as a state of balance including the self, others, and the environment, helps communities and individuals understand how to seek their improvement. Mental health is intimately connected with physical health and behaviour.

Mental health for each person is affected by individual factors, experiences, social interactions, societal structures, resources, and cultural values. It is influenced by experiences in everyday life, in families and schools, on streets, and at work (Lehtinen, Riikonen & Lahtinen 1997; Lahtinen et al. 1999).

Students should realize that mental and emotional issues are common among high school students (15-20% Canadian youth [CMHA]), and adults alike and need to be addressed, just like students' physical health problems. Mental illness is second only to heart disease as the leading cause of disability in Canada and worldwide (*Global Burden of Disease-World Health Organization, World Bank, Harvard University, 1990*, and the fact that first symptoms of severe, chronic forms of mental illness generally appear between the ages of 15 and 24 (CMHA, 2003) speaks to the importance of this outcome. Even if students have not experienced mental illness personally, it is very likely that they know someone who has. Schools can and should play an active role in raising mental health/illness awareness and helping students receive the help they need.

This outcome provides a continuation of learning from the 1-9 health curriculum.

Seeking help is a sensible and supportive act rather than a sign of weakness or a breach of loyalty. Therefore, in addition to providing information and education about mental health and mental illness, students should also have opportunity to discuss when, why, how, and where to seek help and understand, apply, analyse, and evaluate the impact that mental health has on all relationships.

This outcome should be reached by using community resources, support from the school guidance department and Student Services Division at the English Language School Board.

Teachers can contact their administration to access their school's SHAPES/YSS student health profile report, which reflects student health behaviours related to healthy eating, physical activity, tobacco/alcohol/drug use, and mental fitness at www.gov.pe.ca/healthyschoolcommunity.

Indicators

- a. Reflect on and discuss personal and community beliefs and biases about mental health.
- b. Examine common misconceptions and negative stigmas/connotations related to both the area of and the language of mental illness (e.g., misconception that an individual with a mental illness has a weak character or is inevitably dangerous).
- c. Consider ways to reduce stigma, address discrimination, and eliminate structural barriers related to mental illness.
- d. Describe, with information from a variety of mental health experts, the factors that contribute to positive mental health (e.g., involvement in extracurricular activities, belonging to a team/group).
- e. Discuss prior understandings of how thoughts, actions, and behaviours are all connected to brain function.
- f. Recognize that there is no single cause of any mental health problem or illness and no one is immune regardless of where they live, how young or old they are, or their social standing.
- g. Examine evolving theories about the complex causes of mental illnesses (i.e., social, economic, psychological, biological, and genetic factors).
- h. Assess the influence of mental well-being on each of the dimensions of wellness (i.e., psychological, physical, social, and environmental).
- i. Investigate various personal, environmental, biological, and social influences (e.g., sports competitions, use of cannabis, support networks) on mental health and determine one's relationship to these influences.
- j. Determine why particular mental illnesses (e.g., anxiety disorders, depression, bipolar mood disorder, eating disorders, schizophrenia) are common in adolescence.
- k. Investigate the relationships between personal mental health and personal wellness (e.g., feeling well, functioning well and being resilient, making positive changes, being physically fit).
- l. Examine the relationships among defense mechanisms, feelings, behaviours, and mental health (i.e., ways we protect ourselves from things we do not want to think about or deal with).
- m. Examine the interconnectedness and interdependence of mental health and a variety of activities (e.g., leisure activities, competitive sports, physical activities, helping someone or some cause).
- n. Analyse mental fitness factors (e.g., placing things in perspective, using stress management strategies, cultivating and maintaining a strong sense of humour) as they relate to personal well-being.
- o. Evaluate, revise, and continue to implement a Personal Plan for Wellness based on new understandings about mental health.

Outcome

W5 Assess one's self-awareness and self-management for the purpose of enhancing personal well-being and the well-being of others.

Elaboration

Self-awareness is one's ability to perceive one's own emotions and tendencies. Self awareness is a way for students to explore individual personalities, value systems, beliefs, natural inclinations, and tendencies. People are unique in the way they react to things, learn, and synthesize information; it's helpful to spend time in self-reflection to gain a better insight into ourselves.

Self-awareness is important because when one has a better understanding of oneself, one is empowered to make changes and to build on areas of strength as well as identify areas for improvements.

Students become self-conscious as objective evaluators of themselves. Other definitions of self-awareness can include a conscious knowledge of one's own character, feelings, motives, and desires, or having a good knowledge and judgment of one's self.

Self-management can be defined by one's ability to stay flexible and positively direct personal behaviour. Once students evaluate their own knowledge of self-awareness they can practise the skill of managing one's self.

Understanding emotions is to accurately perceive them. In many cases, this involves understanding non-verbal signals such as body language and facial expressions. Emotions help prioritize what people pay attention and react to. Perceived emotions can carry a wide variety of meanings and the ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately, and responding to the emotions of others are all important aspects of emotional management.

Teachers may want to discuss these questions with their students:

- How self-aware are you?
- Do you listen to others during a conversation or, do you tend to do a lot of the talking?
- Do you ask others how they feel about situations or, do you make assumptions based on your own feelings?
- Do you think about how your actions affect others or, are you confident that others are fine with how you handle situations?
- Are you aware of other people's social cues or, do you mostly focus on your own?
- Can you admit when you are wrong, and have apologized when you are or, do you tend to think that things are wrong or go bad because of others?

Everyone has unique personalities. Some personal characteristics make people unique but some characteristics may be less attractive. Self-awareness and self-management are critical when managing and realizing the impact people have on self and others.

Student should reflect upon the difficulty of being self-aware at ALL times or at least the majority of the time and discover the impact on self and others on each of the following:

- empathy
- forgiveness
- fairness
- respect
- tolerance
- humility
- honesty

This outcome provides a continuation of learning from the 1-9 health curriculum.

Indicators

- a. Discuss personal standards, interests, abilities, and privileges, and how these influence one's well-being.
- b. Complete a variety of personal inventories to analyse learnings about self.
- c. Assess one's emotional intelligence (i.e., the ability to perceive, control, and evaluate emotions) using a variety of measurement tools.
- d. Analyse how overall well-being is affected by biases and stereotyping (e.g., gender, physical abilities, and disabilities, culture, body composition).
- e. Analyse one's own ability to manage physical fitness for a lifetime versus relying on others (e.g., a coach and a team).
- f. Reflect on one's ability to recognize and manage emotions in self and in personal relationships.
- g. Examine emotional and behavioural patterns of self and others and determine the related impact on optimal wellness.
- h. Practise and reflect on a variety of self-awareness strategies (e.g., treat feelings as good or bad, identify triggers, seek feedback, keep a journal of emotions, observe others' reactions to your emotions).
- i. Reflect on and explain the 'what' and 'why' of one's own preference (e.g., alone, with a partner, in a group, on a team, competitive, recreational) for engagement in particular movement activity.
- j. Examine internal (e.g., thinking patterns) and external (e.g., triggers) influences on one's emotional intelligence.
- k. Analyse and practise effective identification and communication of feelings.
- l. Justify one's overall placement on the listening continuum (i.e., ignoring, pretending, selecting, attending, empathizing) and recognize opportunities for improvement.
- m. Determine the benefits of proactive decision-making in managing personal well-being.
- n. Analyse one's preferred decision-making style in terms of its impact on the well-being of self and others.
- o. Evaluate, revise, and continue to implement a Personal Plan for Wellness based on new understandings about self.

Outcome

W6 Model safety and injury prevention practices.

Elaboration

This outcome provides an opportunity for students to think, discuss, describe, and identify local and global safe practices. In the context of physical, social, psychological, spiritual, and environmental safety, students should recognize the value of safety and promote safe practices for themselves and others. Not only does this outcome examine safe behaviours and prevention, students should experience basic first aid techniques which could be applied to a variety of movement activity-related injuries. This outcome should occur throughout the duration of the course. The K-9 physical education curriculum includes outcomes related to safety, rules, first aid, as well as prevention and care.

In the 1-9 health curriculum, students focus on safety, injury prevention, and develop strategies to assess risk, reduce potential harm, and identify support systems for self and others.

Teachers should refer to the *Physical Education Safety Guidelines K-12* document at http://www.gov.pe.ca/photos/original/eecd_phyeduguid.pdf

Indicators

- a. Identify the norm/culture of safety in one's peer groups, family, and community.
- b. Identify factors that influence safety norms (e.g., communicate with safety experts in the community).
- c. Ask and respond to compelling questions about the local culture of safety (e.g., What can be the long-term impact of continuing to be physically active while injured? Are all injuries predictable and preventable? Are there occasions when an injured player should still be 'in the game'? How do you know if a risk is worth the potential consequences? What are personal responsibilities regarding safety in each dimension?).
- d. Evaluate risks and safety factors (i.e., physical safety, social safety, psychological safety, spiritual safety, environmental safety) that may affect activity choices (e.g., What are some physical activity options that are safe to participate in when one has a broken leg?) and preferences.
- e. Distinguish common safety risks (e.g., driving a motorized vehicle, participating in high-contact sports) for youth in local community and determine injury prevention opportunities.
- f. Discuss common unintentional injuries (e.g., head injury from high jumping, death due to motor vehicle accidents, injury to hand while using a power tool) for youth in local community and discuss related impact on the overall well-being of self and others.
- g. Demonstrate respect, responsibility, and caring for own wellness by applying understandings related to the identification, prevention (e.g., investigate facts, prepare basic first-aid kit, take time outs), and management of common safety risks (e.g., wearing personal protective equipment, following recommended guidelines and instruction for use of equipment).
- h. Demonstrate moral and ethical conduct in movement activities and sport (e.g., cheating, intentional fouls, performance-enhancing drugs, fair play) and their impact on the safety and well-being of self and others.
- i. Revise and continue to implement a Personal Plan for Wellness to address the local culture/norm of safety and injury prevention to enhance personal and/or community well-being.
- j. Explain legal rights and responsibilities concerning one's personal safety and the safety of others.

Outcome

W7 Develop sustainable well-being through movement activities.

Elaboration

The aim of the K-12 physical education curriculum is to provide opportunities for students to develop knowledge, skills, and positive attitudes toward active living and being well. Students should enjoy and engage in moderate to vigorous levels of participation in movement activities to support lifelong active living in the context of self, family, and community. This can only be sustained by planning for and engaging in movement activities with self and/or with others. This outcome will be addressed throughout the duration of the course. Movement activities should enhance students' health related fitness in terms of the following components:

- Cardiovascular Endurance
- Flexibility
- Muscular Endurance
- Muscular Strength
- Body Composition

Movement activities should enhance student's skill related fitness in terms of the following components:

- Power
- Agility
- Speed
- Reaction Time
- Balance
- Co-ordination

Indicators

- Engage in, document, and analyse fitness benefits and sustainability potential of participation in 60 minutes of daily moderate to vigorous physical activity outside of class time over a four-week period.
- Investigate opportunities (e.g., walking/running groups, recreation centres, green spaces, on-line opportunities) for engagement in movement activities for sustainable well-being at school, at home, and in the community.
- Examine how technology (e.g., heart rate monitor, pedometer, fitness software, technological applications) may enhance and support one's health-related and skill-related components of fitness.
- Create and justify the importance of the health-related and skill-related components of fitness (e.g., Is balance more important than muscular strength?).
- Create and participate in a two-week cost-free FITT (i.e., Frequency, Intensity, Type of Activity, Time) plan that enhances all of the components of both health-related and skill-related fitness.
- Investigate and evaluate, through participation in, a student selected pre-made fitness workout.
- Analyse the potential for preferred movement activities and achieved engagement level in those activities that may promote sustainable well-being and lifelong involvement.

-
- h. Explain the direct correlation between committed engagement in cardiovascular endurance activities and calorie-burning potential.
 - i. Create and engage others in a fitness workout using items (e.g., towels, books, cans, rocks) and chores (e.g., sweeping, vacuuming, shoveling) and responsibilities (e.g., babysitting, walking pets) commonly found in and around the home and/community.
 - j. Examine factors (e.g., determinants of health, body composition, mental wellness, social wellness) that have an impact on one's commitment to achieving and maintaining recommended standards for health-related and skill-related components of fitness.
 - k. Evaluate fitness and activity guidelines and/or standards set by different agencies, organizations, or governments (including other countries) to determine suitability for self and community (e.g., Public Health Agency of Canada, ParticipACTION, US Department of Health and Human Services, World Health Organization, Canadian Society of Exercise Physiology [CSEP]).
 - l. Discuss why scientifically-based measures (e.g., skin-fold tests, BMI) used to determine body composition are not always accurate, effective, or complete indicators of physical fitness and level of well-being.
 - m. Examine the pressure and social implications placed on gender related to body composition and participation in movement activities.
 - n. Utilize the FITT (i.e., Frequency, Intensity, Type of activity, Time) principle and principles of training (i.e., overload, progressive resistance, specificity, use/disuse) in a plan for health-related and skill-related fitness.
 - o. Evaluate, revise, and continue to implement a Personal Plan for Wellness to include setting and achieving personal goals for health-related and skill-related fitness.

Outcome

W8 Critique decisions regarding personal healthy eating practices based on connections to wellness.

Elaboration

This outcome deals with healthy eating and nutrition, both of which enhance student's health literacy.

A healthy school/community environment can enhance student learning regarding healthy eating. The Joint Consortium for School Health (2011) refers to healthy school communities as involving:

- teaching and learning;
- healthy school policy;
- partnerships and services;
- social and physical environment.

Inquiry questions related to this outcome could include:

- Which kinds of fats are harmful and which are essential to our health?
- How many servings of protein should students have?
- Are carbohydrates good or bad?

Health literacy can be defined as the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.

Retrieved from: <http://nmlm.gov/outreach/consumer/hlthlit.html#A1>

Information for healthy eating practices is constantly evolving. As a result, information and community support used by teachers should be current and applicable to meeting the needs of all students. Teachers may wish to connect with the P.E.I. Healthy Eating Alliance for their guidance and credible information. Teachers could also encourage students to examine nutrition policies from various organizations (e.g., school board, community facilities, early learning centres, universities, hospitals, and senior residences). Research does caution educators about asking students to count calories as opposed to educating students of the nutrient content and density of foods.

Families, schools, and communities should not only take responsibility for giving students the facts about healthy foods, but also support them in making healthy choices. If neglected, the long-term health and well being of our children will be at risk, and social and economic consequences will be inevitable (OPHEA).

Teachers can contact their administration to access their school's SHAPES/YSS student health profile report, which reflects student health behaviours related to healthy eating, physical activity, tobacco/alcohol/drug use, and mental fitness.

This outcome provides a continuation of learning from the 1-9 health curriculum.

Indicators

- a. Compare eating practices (e.g., number of meals, snacking habits, time of day/night, fluid consumption, kinds of foods) of the past to those of the present.
- b. Predict and justify what healthy eating might mean in the future.
- c. Explore some of the controversy that surrounds healthy eating practices and beliefs (e.g., nutrition supplements, digestive cleansing, mega vitamins, carbohydrate loading, vegetarianism, organic foods).
- d. Investigate what is known about healthy eating practices (i.e., for children, teens, adults, athletes, pregnant mothers) from a variety of evaluated sources.
- e. Examine the various nutrients (e.g., protein, fibre, calcium, omega-3 fats, vitamins) that should be considered for optimal well-being.
- f. Examine cultural eating practices and determine their cultural significance and contribution to optimal wellness.
- g. Examine what is known about sustainable eating practices (e.g., growing your own food, supporting local suppliers, using leftovers) and determine possible changes to personal eating practices.
- h. Discuss food security and its impact on one's ability to make decisions about food practices.
- i. Examine whether members of the community all have the same access to nutritious food, and determine how access influences wellness.
- j. Examine and evaluate several different food guides or healthy eating recommendations related to personal eating practices.
- k. Design a one-week plan for weight maintenance that balances physical output (i.e., calories burned through metabolism and activity) and food intake (i.e., calories consumed through food and drink).
- l. Predict the long-term impact on overall wellness of consuming more/less calories than one burns over a long period of time.
- m. Analyse nutritional factors (e.g., hydration, pre-activity meal, sustainable eating habits) that affect optimal performance for selected movement activities.
- n. Examine food labels to inform personal food choices.
- o. Evaluate, revise, and continue to implement a Personal Plan for Wellness to incorporate healthy eating practices that enhance personal wellness.

Optional Outcomes - Choose a Minimum of Two (see page 22 - Physical Education 10 Planning)

Outcome



W9 Assess how relationships influence all dimensions of wellness.

Confrontation Model: Select a specific example that illustrates the behaviour/situation you want to change, describe your emotions re: behaviour/issue, clarify why this is important-what is at stake to gain/ lose, identify your contribution to this problem, indicate your wish to resolve the issue, invite other(s) to respond. (Scott, 2002)

This outcome should be addressed with sensitivity. It is important to know your students and to consider what outcomes/issues should be handled with care.

Elaboration

This is an optional outcome and would provide enrichment for students who excel with Outcome W5.

Healthy relationships can be defined as people having effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions. Effective relationships require the communication skills of listening, expressing needs and emotions, and providing feedback. (1-9 health curriculum). Relationship is a multi-faceted word for physical education (K-9 physical education curriculum) in the context of self, peers, family, teachers, teammates, opponents, coaches, and employers. On a personal level, students will develop a deeper understanding of relationships that will enhance their dimensions of wellness through and within physical movement activities.

Relationships can also promote a cultural awareness. A multicultural outcome in physical education helps preserve the cultural traditions of the many groups that are a part of our society. This could include the games, dances, languages, celebrations, and other forms of physical activity in various cultures.

When students become more aware of cultural groups, values and practices, and the problems faced by minority cultures, students are better able to engage in multiple, diverse relationships.

Teachers can contact their administration to access their school's SHAPES/YSS student health profile report, which reflects student health behaviours related to healthy eating, physical activity, tobacco/alcohol/drug use, and mental fitness.

Indicators

- a. Recognize that relationships are dynamic (i.e., variable) and change over time.
- b. Ask and respond to important questions about relationships, such as: What matters most in relationships? Why is it important to step in or speak out in someone's defense? When is it important to keep silent? How do we maintain optimal wellness through our relationships with others? What is most effective for managing/ nurturing/embracing change in relationships?
- c. Analyse how relationships are developed and enhanced through an awareness of self, others, and by one's overall well-being.
- d. Discuss and examine common challenges in relationships.
- e. Determine own challenges in personal relationships.
- f. Investigate ways in which relationships are initiated, maintained, and terminated, and the related consequences to overall well-being.
- g. Analyse negative and positive interactions that may result during competitive participation in movement activities (e.g., a parent/adult yelling at an official, a coach who does not give equal playing time, shaking hands, helping an opponent).
- h. Reflect on personal approaches to conflict and how these approaches enhance and/or impede wellness.
- i. Discuss skills and behaviours that are effective in nurturing relationships and those that escalate conflict.
- j. Evaluate and practise different ways to resolve a conflict including the confrontation model.
- k. Examine the benefits (e.g., staying connected to a friend who has moved, enhanced opportunity to engage in social justice or political issues) and the harm (e.g., online bullying, inadequate sleep, scams) that may result from the use of technology, such as social networking, online shopping, and internet gambling.
- l. Examine legal rights and responsibilities concerning relationships and how these rights and responsibilities are established to support overall well-being.
- m. Demonstrate and evaluate personal commitment to responsible social behaviour (Hellison, 2011) while participating in and analysing movement activities.
- n. Reflect on and respond to relationship questions (e.g., Why would someone establish a positive relationship with an opponent in the context of participation in a competitive movement activity? How do I safely end or get out of relationships that are unsafe? How do relationships impact/influence one's wellness?).
- o. Evaluate, revise, and continue to implement a Personal Plan for Wellness to demonstrate decision making that enhances relationships and overall well-being.

Optional Outcomes - Choose a Minimum of Two (see page 22 - Physical Education 10 Planning)

Outcome

W10 Design a plan to address community well-being.

Elaboration

This is an optional outcome and would provide enrichment for students who excel with Outcome W2.

Students will take action to address and evaluate wellness needs in their school or community. In the creation of this action plan, students will identify, describe, apply, analyse, evaluate, and reflect upon the conclusion of their action. This service must be relevant and meaningful, both to the community as well as to the individual. The recipient must see how the students' work will contribute to enhancing the qualities of wellness. This outcome may be achieved through a project based learning (PBL) experience by a class, group, or by individual student. PBL is a powerful, but challenging, instructional method that requires vision, structure, and a solid understanding of the learning process. Projects demand rigorous, up front planning which may include timelines and management strategies. Begin with the end in mind.

Teachers may want to consider these driving questions for their students:

- How can we increase physical activity opportunities for students with disabilities?
- How can we increase physical activity opportunities for seniors in our community?
- How can we better inform elementary school(s) about healthy living?
- What facilities for physical activity is the best fit for our community?
- How can we increase student intramural participation in our school?

Teachers can contact their administration to access their school's SHAPES/YSS student health profile report, which reflects student health behaviours related to healthy eating, physical activity, tobacco/alcohol/drug use, and mental fitness.

Indicators

- a. Reflect on past, present, and evolving wellness challenges (e.g., physical inactivity, sexual health issues, bullying, drinking and driving, gambling, transportation, unemployment, suicide) in the local community.
- b. Examine local community norms and practices that affect the well-being of self, family, community, and the environment.
- c. Develop and ask critical questions of particular local wellness challenges while respecting facts, knowledge, and social and cultural contexts.
- d. Critique various points of view concerning community wellness to better understand the influence of underlying values or assumptions.
- e. Discuss the complexities of wellness issues within one's community and investigate possible opportunities to address these issues.
- f. Access resources (e.g., community, provincial, national) and agencies (e.g., SHAPES, Public Health Agency of Canada) to support and address community wellness challenges.
- g. Conclude that real-life challenges to well-being often have more than one solution (e.g., barriers to facilities, access to funding support).
- h. Describe personal challenges concerning community well-being.
- i. Investigate legislation (i.e., local, provincial, national) that relates to particular community wellness issues.
- j. Determine the intent of legislation and question if the intention is practised in the local community.
- k. Initiate, in a variety of ways, community awareness and opportunities to address wellness issues.
- l. Evaluate local community opportunities and supports available to enhance the well-being of students with individualized needs.
- m. Evaluate, revise, and continue to implement a Personal Plan for Wellness to address self-selected community wellness challenges.

Optional Outcomes - Choose a Minimum of Two (see page 22 - Physical Education 10 Planning)

Outcome

W11 Develop skills, tactics, and strategies to enhance competence, confidence, and sustainability in movement activities.

Elaboration

This is an optional outcome and would provide enrichment for students who excel with Outcome W3.

Skills or skill techniques can be defined as manipulative, locomotor, non-locomotor, and stability. For skill execution, students should realize why the skill is important, as well as how to implement it in a game. Skills are needed to solve tactical problems.

Tactics can be defined as the application of appropriate performance decisions (offensive or defensive) that arise as a result of authentic experiences in the context of participation in a movement activity (e.g., when to pass, shoot, support). A tactical focus may help students carry understanding from one game to another. For example, tactical problems in soccer and basketball, which are both invasion games, are similar although they require different skills. Net and wall games, striking and fielding games, and target games are grouped as such according to their tactics (Mitchell, Oslin & Griffin, 2006). Sound tactics can enhance strategies.

Strategies can be defined as predetermined decisions related to the application of movement in cooperative and competitive experiences with others. Strategies are ideas regarding what to do and when to do it that can be applied in a variety of contexts (e.g., playing zone defence or one-on-one defence in invasion/territorial games, playing front and back, or side to side in badminton/tennis doubles). Strategies can be based on the strengths of a particular team or individual (Lauder, 2001).

While good tactics will help students win many skirmishes in a game, they need sound strategy to win.

A tennis player may make many points from hitting the ball to an opponent's weaker side, but with a strategic vision will only exploit this on critical points (Lauder, 2001).

Students should participate in movement activities from the following game categories:

- Target games
- Net/wall games
- Invasion/territorial games
- Striking/fielding games
- Alternate environment activities

Activities should enhance students' confidence, competence, and sustainability while participating in recreational group/team or individual movement activities. Through participating in various class-selected games, students will build upon their knowledge, skills, and abilities leading to a deeper understanding of their world and the human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes.

Indicators

- a. Co-construct and apply a list of criteria that exemplifies a recreational experience and supports a positive experience for all participants.
- b. Assess the sustainable wellness potential, for self and others, of participating in particular movement activities.
- c. Reflect on and express personal thoughts on the potential positive and negative impacts of participation in movement activities on overall wellness.
- d. Assess and explain personal level of confidence and competence in utilizing the required complex skills needed to participate in various recreational movement activities.
- e. Analyse self and others' performance of complex skills, utilizing technology (e.g., video motion analysis of self and others, pedometers, technological applications) and other means (e.g., checklists, rubrics).
- f. Develop and participate in practice opportunities that support all participants in enhanced utilization of complex skills.
- g. Assess and explain/demonstrate personal understanding of tactics (e.g., what fake to use prior to shooting or passing, what shot to use in badminton) and strategies (e.g., using a zone or one-on-one defence, drafting during a run, swim, bike) required for confident and competent participation in selected recreational and competitive movement activities.
- h. Locate, evaluate, and use resources (e.g., websites, people in the community, agencies in the province) to help support and build one's understanding of effective tactics and strategies to be used in movement activities.
- i. Support others in understanding and applying the tactics and strategies that enhance potential for positive participation in selected recreational and competitive movement activities.
- j. Co-develop and apply group/team tactics and strategies to be used within the context of participation in group/team movement activities.
- k. Analyse and discuss the transferable skills, tactics, and strategies to be used while participating in all selected recreational and competitive movement activities.
- l. Evaluate, revise, and continue to implement a Personal Plan for Wellness to include participation in recreational competitive movement activities that support sustainable wellness.

Optional Outcomes - Choose a Minimum of Two (see page 22 - Physical Education 10 Planning)

Outcome



W12 Develop the connection between spirituality and wellness.

This outcome should be addressed with sensitivity. It is important to know your students and to consider what outcomes/issues should be handled with care.

Elaboration

Students can capture their spiritual journeys in their PPW for the purpose of evaluation, revision, and enhancing their spiritual dimension of wellness.

Spiritual wellness is a personal matter involving values and beliefs that provide a purpose in our lives. While different individuals may have different views of what spiritualism is, it is generally considered to be the search for meaning and purpose in human existence, leading one to strive for a state of harmony with oneself and others while working to balance inner needs with the rest of the world. Spirituality is a way of life and can make a significant contribution towards mental health. Mental health can also influence spirituality.

Wellness is much more than merely physical health, exercise, or nutrition. It is the full integration of states of physical, mental, and spiritual well-being. Retrieved from: http://wellness.ucr.edu/spiritual_wellness.html

Valuing can be defined as what is important to you. Beliefs can be defined as one's opinion or facts that you hold to be true.

In the Grade 6 health curriculum, students are expected to identify and communicate values and beliefs that affect healthy choices as these factors can shape the person students are or who they will become.

Teacher's can ask their students to consider to:

- be tolerant of the beliefs of others rather than close their minds and become intolerant;
- find compassion, forgiveness, fairness, integrity and joy;
- live each day in a way that is consistent with their values and beliefs.

The path to spiritual wellness for students may involve:

- meditation
- reflection
- affirmations
- mental preparation
- yoga
- being in nature
- reading
- music
- conversation

This outcome can be reached by using community resources, support from the school guidance department and Student Services Division at the English Language School Board.

Indicators

- a. Investigate various meanings of the concepts of spirit, soul, spiritual dimension, and spiritual development.
- b. Examine diverse spiritual beliefs and traditions of individuals and cultures, past and present.
- c. Analyse the relationships of vision, joy, struggle, and perseverance with regard to spiritual beliefs and practices.
- d. Examine personal experience in relation to the larger questions of meaning (e.g., Who am I? What is human nature? Why do innocent people suffer?).
- e. Examine how people have explored the larger questions of human existence (e.g., oral histories, literature, current events, celebrations, artwork) and represented their own perspectives.
- f. Investigate the value of silence, stillness, solitude, and an inward focus on one's overall wellness.
- g. Examine the role individual activities (e.g., cooking, travelling, dancing, running) may have in one's spirituality and wellness.
- h. Reflect on the concept of "sacred" (e.g., family, body) and its role in wellness.
- i. Determine how one is influenced by norms, trends, images, and values in various cultures, communities, and groups.
- j. Evaluate, revise, and continue to implement a Personal Plan for Wellness to purposefully enhance the spiritual dimension of one's wellness.

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

Assessment involves the systematic collection of information about student learning with respect to

- achievement of provincial curricula outcomes;
- effectiveness of teaching strategies employed;
- student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process.

Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and

- is teacher-driven for student, teacher, and parent use;
- occurs throughout the teaching and learning process, using a variety of tools;
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning and monitoring of her/his own progress and

- supports students in critically analysing learning related to curricular outcomes;
- is student-driven with teacher guidance;
- occurs throughout the learning process.

We recognize understanding through a flexible performance ... Understanding shows its face when people can think and act flexibly around what they know. In contrast, when a learner cannot go beyond role and routine thought and action, this signals lack of understanding.

(Wiggins & McTighe, 2005, p. 146)

Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and

- provides opportunity to report evidence of achievement related to curricular outcomes;
- occurs at the end of a learning cycle using a variety of tools;
- provides the foundation for discussions on placement or promotion.

The assessment and evaluation strategies used in Physical Education 10 must support teachers in designing instruction that will best help students achieve the learning outcomes for the grade. The students also grow as responsible, self-confident, healthy, and physically literate individuals who seek out opportunities to support their own well-being and the well-being of others. Assessment and evaluation strategies must measure student learning and progress, provide students with feedback to apply their new learnings, guide the planning and instructional practices of teachers, and provide a valid means to document and communicate student learning related to curriculum outcomes.

Evaluation is based on the outcomes – what a student knows, understands, and is able to do by the end of the course. Students should be aware of the outcomes and the criteria used to measure progress in achieving the outcomes. The determination of a summative grade for Physical Education 10, when required for reporting purposes, should be a progressive process, building as students demonstrate their learnings.

Preparing and Conducting an Interview for Service Learning in Physical Education 10

Student Name: _____

Interviewee Name(s): _____

Date: _____

Criteria	Date of Completion	Notes
Did you prepare a list of questions in advance? Give an example of two questions you asked.		
Who reviewed your questions prior to the interview?		
Did you make revisions (if required) to your questions? Describe one change/addition.		
When did you contact the interviewee?		
What key message(s) did you include in your discussion about the purpose of the interview?		
What did you tell your contact person about how and/or when the interview information will be used?		
What interview techniques did you use?		
Do you have a summation of your findings? What is one key understanding you have as a result of the interview?		
Did you prepare a communication piece to share with others (and the teacher) based on what you learned from the interview?		
Did you follow up with a written thank-you e-mail/letter?		
When is your first appointment/volunteer opportunity?		
Other:		

Preparing and Conducting an Interview for Service Learning in Physical Education 10

Physical Education 10 Sample Rating Scale - Integrated Outcomes

Student Name: _____

Date: _____

Outcome W3 (Physical Literacy) Outcome W6 (Culture of Safety)	Consistently	Frequently	Occasionally	Rarely
Intently analyses all factors (e.g., components of fitness, biomechanical principles, fundamental movement skills) that influence confidence and competence in the performance of complex skills.				
Applies understandings of how to confidently and competently influence complex skills within the context of participation in movement activities.				
Assesses personal understanding and application of tactics and strategies to be used in self-selected individual/partner movement activities.				
Evaluates and uses resources to help build skillfulness and to support sustainable wellness through participation in individual and partner movement activities.				
Evaluates risks and safety factors associated with participation in self-selected movement activities.				
Demonstrates respect, responsibility, and caring for wellness of self and others while participating in student-selected movement activities.				
Analyses moral and ethical conduct in movement activities and its impact of the safety and well-being of self and others.				

Table 4. Assessment Rating Scale for Physical Education 10

Sample Rubric for Designing a Personal Plan for Wellness (PPW)

Elements of PPW	Excellent	Proficient	Adequate	Limited	No Evidence
WHAT	PPW includes a goal statement that is specific, assessable, and attainable. The student has clearly illustrated the connection to all dimensions of wellness and to personal assessment of wellness. A thorough statement of purpose is included.	PPW identifies a goal statement that is attainable but may be challenging to assess. A statement of purpose that is connected to assessment of personal wellness is included.	PPW includes a goal statement that is likely attainable. Assessment of personal wellness is included and a statement of purpose is identified.	PPW includes a goal statement that is vague and likely unattainable. Assessment of the goal statement will most likely be incomplete.	No evidence available.
WHEN/ WHERE	A detailed and realistic timeline is identified. Start, end, check-in, and evaluation dates are highlighted. Possible reasons for changes to timeline are clarified. PPW includes specific indication of exactly where each step is to be carried out. Appropriate locations have been chosen and alternative locations are identified.	PPW includes a clear timeline that highlights specific dates and times for most steps. Included are details about where most steps are to be carried out. Locations are included but no alternatives are identified.	PPW includes a limited timeline. Dates and times are included for certain steps. Details are provided about where particular steps will take place. Locations are not necessarily the ideal choices.	PPW includes a start date, suggested end date, and names where the action will take place.	No evidence available.
SUPPORTS	PPW includes an adult support person and other supports. Included is a clear indication of the kinds of support to be provided. Others involved in or affected by the PPW and how they will be involved/affected are identified.	PPW includes two or more supports and provides an explanation as to the kind of support(s) requested and to be provided.	PPW identifies two supports. Included is limited information about the type of support to be provided.	PPW identifies one support. No information is provided regarding the type of supports.	No evidence available.

Elements of PPW	Excellent	Proficient	Adequate	Limited	No Evidence
HOW	PPW includes a detailed outline of what is to be done. The specific Step-by-step process provides a clear picture of the conditions required to achieve the goal. Analysis of potential challenges and alternatives are included. PPW includes a clear description as to why the chosen action is the best action for optimal wellness. PPW includes justification of what is to be done and how it will be done.	PPW includes an outline of what is to be done with some specifics as to how the goal will be achieved. Some challenges have been considered and a few alternatives are provided. PPW includes details about why particular steps are in place. Consideration of why the action has been chosen is included.	PPW includes limited details about what is to be done. At least one challenge and alternative are considered. PPW includes limited details about why particular steps are in place. PPW includes a few details about why steps are in place. A brief justification for the action is included.	PPW includes a vague description of what is to be done and an unclear explanation as to why this action is chosen.	No evidence available.
INTEGRATION of DIMENSIONS	Dimension of focus is analysed, and included are insightful connections to overall well-being. Authentic predictions of impact on personal and/or community wellness are provided.	PPW describes the dimension of focus and includes consideration of connections to overall well-being. A prediction for personal wellness is provided.	PPW includes the dimension of focus and identifies some details regarding relationships with other dimensions. Predictions for wellness are brief.	Dimensions of wellness is identified but no attempt is made to describe relationships with other dimensions. No prediction for personal wellness is provided.	No evidence available.
OTHER					

Table 6. Sample Rubric for Designing a Personal Plan for Wellness (PPW)

Glossary

Basic Movement Patterns are larger organizers of how the body can move and include locomotions (i.e., moving through space); non-locomotions (i.e., moving while remaining on one spot) such as statics, landings, and rotations, and manipulative skills such as sending, receiving, and accompanying objects.

Biomechanics are the mechanical concepts and principles applied to human movement such as force, friction, resistance, balance, and levers.

Complex Skills are those skills that require more coordination, control, or effort as they involve more than one interconnected or mutually related component.

Dimensions of Health are the physical, mental, emotional, environmental, and spiritual dimensions. These five dimensions are interconnected, interdependent, and constantly interacting with each other:

Environmental Dimension includes our cultural, natural, and constructed environments.

Emotional Dimension includes factors related to feeling.

Physical Dimension deals with the functional operation of the body.

Psychological Dimension includes factors related to thinking.

Spiritual Dimension refers to the values, beliefs, and commitments at the core of one's person.

Eurocentric is focusing on European culture/history to the exclusion of a wider world view.

FITT refers to the training principle acronym of frequency, intensity, type of activity, and time.

Fundamental Movement Skills are basic movement skills used in games, sports, and recreational activities. They are foundational skills that must be mastered before learning complex, specialized skills (e.g., locomotion/travelling, manipulation, and stability/balance).

Health Literacy is the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make informed health decisions.

Identity is the individual characteristics and abilities by which a person is known.

Inquiry involves students in some type of research on a specific topic, problem, or issue for learning and action. Inquiry is a way of opening up spaces for students' interests and involving them in as many different aspects of a topic, problem, or issue as students can find.

Metacognition is the ability to think about and reflect on one's own thinking and learning processes.

Movement Activity is the all-inclusive descriptor that includes any form of physical movement including leisure activities such as gardening, energy expending activities such as speed walking, and skillful movements used in cooperative and competitive games and sports.

Movement Concepts are the commonalities that exist in the performance of a variety of movement skills and are transferable to support skillful movement (e.g., wider base of support and lower centre of gravity strengthening stability that serve reception body position in net/wall games, defensive stance in invasion/territorial games).

Movement Principles are the concepts related to the efficiency and effectiveness of movement. They can be applied in a variety of situations.

Movement Strategies are predetermined decisions related to the application of movement in cooperative and competitive experiences with others. Strategies are ideas regarding what to do and when to do it that can be applied in a variety of contexts (e.g., playing zone defence or one-on-one defence in invasion/territorial games, playing front and back or side by side in badminton/tennis doubles).

Movement Tactics are the application of appropriate performance decisions that arise as a result of authentic experiences in the context of participation in a movement activity (e.g., when to pass, when to shoot, when to support, when to cover).

Movement Variables are used to expand students' awareness of what the body does (body), where the body moves (space), how the body performs the movement (effort), and with whom and with what the body moves (relationships).

Optimal Well-being is a state of wellness that is balanced and ongoing, requiring a positive and holistic approach to living.

Privilege can include earned or unearned opportunities based on age, gender, culture, sexual orientation, ability, and/or language.

Processed foods are foods that have been changed from raw ingredients into other foods that usually have additives and often a long shelf life.

Sustainable Wellness is engaging in opportunities that have potential for long-term involvement and well-being.

References

- Canadian Council on Learning. (2008). Health literacy in Canada: A healthy understanding. Retrieved August 2012, from <http://www.ccl-cca.ca/ccl/Reports/HealthLiteracy.html>.
- Canadian Mental Health Association. (2011). Fast facts about mental illness. Retrieved August 2012, from <http://www.cmha.ca/media/fast-facts-about-mental-illness/>
- Foster, L.T. & Keller C.P. (2011). British Columbia: Atlas of wellness. Retrieved August 2012, from <http://www.geog. uvic.ca/wellness/>.
- Galileo Educational Network. (2011). What is inquiry? Retrieved August 2012, from <http://www.galileo.org/inquiry-what.html>.
- Goss, Cuddihy, T. F., & Brymeh, E. (2009). Creating Active Futures. School of Human Movement Studies. Retrieved August 2012, from <http://www.achper.qut.edu.au/doc/full%20edited%20proceedings%20-%20final%20 230909.pdf>.
- Hellison, Donald R. (2011). Teaching personal and social responsibility through physical activity (3rd ed.). Champaign, IL: Human Kinetics.
- Helpguide. (2001-2011). Volunteering and its surprizing benefits. Retrieved August 2012, from <http://www.helpguide.org/>.
- Joint Consortium for School Health. (2011). Retrieved August 2012, from www.jcsh-cces.ca.
- Kuhlthau, C. C., Maniotes, L.K., & Caspari, A.K. (2007). *Guided inquiry: A framework for learning through school libraries in 21st century schools*. Westport, CN: Libraries Unlimited.
- Mental Health Commission of Canada. (2012). Retrieved August 2012, from [http://www. mentalhealthcom mission.ca/English/Pages/default.aspx](http://www.mentalhealthcommission.ca/English/Pages/default.aspx).
- Miller, G. & Foster, L. T. (2010). Critical synthesis of wellness literature. Retrieved August 2012 from http://www. geog.uvic.ca/wellness/Critical_Synthesis%20of%20Wellness%20Update.pdf.
- Mills, H. & Donnelly, A. (2001). *From the ground up: Creating a culture of inquiry*. Portsmouth, NH: Heinemann Educational Books, Ltd.
- National Association for Sport and Physical Activity. (2012). Retrieved August 2012, from http://www.aahperd. org/letsmoveinschool/events/upload/Physical_Activity_Health_Quotes.pdf.
- Physical & Health Education Canada. (2012). Retrieved August 2012, from <http://www.phecanada.ca/programs/physical-literacy>.
- Public Health Agency of Canada. (2009). Healthy child development: Definition. Retrieved August 2012, from http://www.phac-aspc.gc.ca/publicat/cgshe-ldnemss/cgshe_2e-eng.php.
- Public Health Agency of Canada. (2011). What makes Canadians healthy or unhealthy? Retrieved August 2012, from <http://www.phac-aspc.gc.ca/ph-sp/determinants/determinants-eng.php>.

Saskatchewan Ministry of Education. (2011). *Core curriculum: Principles, time allocations, and credit policy*. Regina, SK: Government of Saskatchewan.49 Wellness 10

Scott, Susan. (2002). *Fierce conversations: Achieving success at work and in life one conversation at a time*. New York: NY. The Berkley Publishing Group.

Whitehead, M. (2006). Physical literacy. Retrieved August 2012, from <http://www.physical-literacy.org.uk/>

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

World Health Organization. (2004). Retrieved August 2012, from <http://www.who.int/en/>