



Canadian Physical and Health Education Competencies

LETTER OF ACKNOWLEDGEMENT

We acknowledge and respect the traditional territories and the sacred spaces of Indigenous people on whose land this document was co-created. We also recognize and deeply appreciate the Indigenous peoples historical relationship and connection with these lands that continues to this day. We pay respect to the knowledge embedded in the Indigenous custodians of the land past, present, and future.

Because a resource of this nature should not be developed in isolation, the Canadian [Physical and Health Education](#) (PHE) Competencies were created with a great deal of partnership, consultation, review, and revision. Physical and Health Education Canada (PHE Canada) recognizes and acknowledges the significant contributions of the following people who have led the development, writing, review, editing, design, and publication of this document:

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Abstract/Summary: Canadian Physical and Health Education Competencies, for kindergarten to grade twelve or the equivalent Collège d'enseignement général et professionnel (CEGEP), provides physical and health education curriculum developers with evidence-based and practice-informed grade-level outcomes that young people across Canada need to live well.

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PHE Canada envisions a future where
all children and youth lead healthy,
active lives.

ABOUT PHYSICAL AND HEALTH EDUCATION CANADA

Physical and Health Education Canada (PHE Canada) is Canada's national organization for Physical and Health Education, and has been since 1933.

PHE Canada fills a unique and critical role in ensuring equitable access to the benefits of up to date and [quality](#) physical and health education for all students, in all communities, across this land. PHE Canada's diverse advisory councils of elementary and secondary school educators, equity consultants and academics focused on physical and health education make PHE Canada dynamically positioned to lead change and to support the health and [well-being](#) of young people.

WE ARE:

Connected to, and in sync with, the physical and health education community.

Physical and health education champions who bridge theory, research and practice for impact.

Knowledgeable and dedicated staff, board members, volunteers, consultants and partners, all of whom are essential to achieving our vision and mission.

Experienced advocates for the equal rights of all human beings, as outlined in federal, provincial, territorial, and international Human Rights Acts.

For more information, please visit:



INVITATION FROM PHE CANADA

Every day almost 5 million young people across this land head into school to learn and grow, setting them on a pathway to becoming empowered individuals and members of their communities. As they arrive each day, each young person belongs. They have the right to be welcomed into a learning environment that is responsive, affirming, equitable and filled with wholistic, meaningful and foundational learning opportunities that enable them to thrive and achieve their full potential and aspirations.

Physical and health education are critical aspects of a wholistic elementary and secondary education and support the acquisition of real-world competencies to be used throughout their lives to live well.

The Canadian PHE Competencies are primarily directed to those that develop curriculum and will play a key role in moving education forward. This publication has been years in the making as we have endeavoured to understand what within physical and health education needed to be safeguarded, what needed to be unlearned and what needed to be elevated. The resulting wholistic nature of physical and health education, as outlined in this manuscript, offers a dynamic opportunity to set off a positive chain reaction and propel thinking about how to best design physical and health education curriculum for life: curriculum that promotes a whole continuum of academic, physical, mental, spiritual, emotional, and social development amidst young people's complex and dynamic realities.

The Canadian PHE Competencies are intended to set the bar high and to hold us, as an education community, accountable to quality physical and health education and a just vision, one that encourages all educators and school system leaders across Canada to push beyond what has been the norm for those who are the future. To be sure, these competencies will need to be tailored to fit local contexts and infused with learning activities that bring them to life.

Please join us in realizing the potential of Physical and Health Education.

Melanie Davis

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- CHAPTER 1 -

BACKGROUND



INTENT OF THE CANADIAN PHYSICAL AND HEALTH EDUCATION COMPETENCIES

Physical and health education are foundational and have a direct impact on nurturing positive outcomes and preventing negative ones. It is centred on supporting students to gain the skills, knowledge, and motivation to be healthy and aware, balanced, affirmed and connected, and active and well-for life.

Simply put, physical and health education supports students on a journey of wholistic competence, offering opportunities to build the skills, confidence, appreciation, and motivation to live well, now and for a lifetime. Moreover, a growing understanding exists of the strong positive connections between students' participation in physical and health education and their learning and application across all other subject areas.

Engagement in... quality physical and health education classes boosts intellectual, individual, and emotional capital (McLennan & Garcia, 2021).

The Canadian PHE Competencies are intended to spark change and be a guiding light for those seeking to develop and deliver more inclusive, empowering, and meaningful physical and health education. The Canadian PHE Competencies offer the possibility of realizing the inherent value and efficacy of physical and health education across kindergarten to grade twelve (K-12) and CEGEP, and expand beyond dominant ways of thinking and doing to include wise practices and multiple ways of approaching these subject areas.

In Canada, education falls under provincial, territorial, First Nation, and in a few cases, federal jurisdiction. As such, unique curriculum and policies, as well as distinct cultural, demographic, and geographic contexts exist. The complex nature of these individual contexts, relationships, multi-layered responsibilities, and varying accountabilities creates a unique Canadian educational ecosystem. PHE Canada understands that the Canadian PHE Competencies are not mandated but asserts that they are needed in order to progress and promote equity across this vast land.

People for Education brought youth participants together from across Canada to explore their educational experiences from a rights-based lens. As the young people shared, gaps in how physical and health education was being designed and implemented across the country became clear. Participants “felt that all young people in Canada deserve access to the highest, most up-to-date standards of education and that physical and health education classes require national leadership to ensure consistency and equity” (2020). PHE Canada conducted a similar study of youth in 2022 to ask if this manuscript filled that gap. Jack (Grade 12) shared that the Canadian PHE Competencies resonate and were created directly for situations young people live through. Jack emphasized the importance for young people to learn about how to deal with things in their own life. Moreover, young people from PHE Canada’s Youth Council felt that physical and health education as described within this manuscript should be mandatory across the country throughout K–12/CEGEP education.

As such, the Canadian PHE Competencies are designed to

- support and expand the role that physical and health education plays in student development and well-being in and out of school environments;
- support the syncing up and consistency of curriculum and therefore equitable access to quality education across the country;
- outline a set of planned, sequential, and affirming core competencies and outcomes in physical and health education;
- set a high standard for physical and health education and, in doing so, support and facilitate future revisions to curriculum and policy documents across the country that are transformative, evidence based, wholistic, grounded in wise, fulsome and diverse practices, and clearly defined;
- consider the range of experiences that young people need to live healthy and active lives—from the pursuit of health, well-being, and enjoyment, to cultural revitalization, to connection to others and the land;
- advocate for mandatory physical and health education from K–12/CEGEP;
- advocate for an increase in time allocated to physical and health education to daily curricular instruction for all K-12/CEGEP students; and
- support an increase in physical and health education teacher education (PHETE) to a minimum of 40 hours per subject area to increase generalist teacher’s confidence in teaching these vital subject areas.

The development of the Canadian PHE Competencies has been informed by evidence and practice and acts as a guide for education policy writers, curriculum developers, and governments upon which to ground curriculum, policy, and administrative decisions. The creative commons license allows re-users to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to PHE Canada. This is done intentionally to ensure the autonomy of each educational jurisdiction to select competencies and outcomes that are aligned with the contexts in which students live and learn.

Physical and health education teacher education (PHETE) programs at universities in Canada are critical to the future of K-12/CEGEP programs, preparing the next generation of educators. To be sure, curricula come to life through the work and passion of these trained educators. When developing the Canadian PHE Competencies, the role of educators in implementing curricula and cross curricular learning opportunities remained front of mind. This manuscript can be used by both practicing physical and health educators and those who instruct them to inform and enhance daily practice. To be sure, while the Canadian PHE Competencies present many new concepts and approaches, the contents of the manuscript remain linked to many of the current outcomes that exist across the country. As Ladson-Billings (1995) stated, educators should approach each class “believing that all students are capable of success, seeing their pedagogy as art”. While the Canadian PHE Competencies clearly outlines what *could* be taught and learned within physical and health education, it leaves how it *should* be taught and assessed to teacher educators, trained physical and health education and generalist teachers, and local school system leaders.

BUILDING THE CANADIAN PHYSICAL AND HEALTH EDUCATION COMPETENCIES

The Process

A previous version of these competencies—National Physical Education Standards (2000)—was widely accessed, benefitting curriculum developers and educational leaders alike. Over the past two decades, pedagogical changes, population shifts, socio-cultural and economic influences have necessitated renewal. As well, there has never been a national set of standards for health education in Canada. Given the increased focus on well-being in all areas of our lives, the need for quality health education alongside quality physical education has never been clearer.

In 2019, a group of knowledge holders and experts gathered from across the country to set the vision for this document. From that initial meeting, a working group was formed to conduct an extensive and critical scan of existing curricula documents, wise practices, and gather recommendations from across Canada and the world. This group then worked together to draft the Canadian PHE Competencies (Writing and Competencies Development Team biographies available in [appendix 4](#)). A comprehensive review process then offered further insight and guidance to reflect and embed different ways of seeing, knowing, and doing.

While many provinces and territories combine physical and health education into one area of study, this manuscript treats them as distinct subject areas. It is hoped that this treatment paints a clearer picture of the learning opportunities within each area and can reinforce cross-curricula outcomes. Zoe (Grade 11) suggests that doing so also expands thinking

so that there can be more of a balance between physical education and health education at their schools.

The Truth and Reconciliation Commission of Canada's report [Honouring the Truth, Reconciling for the Future](#) and [Calls to Action](#), that illustrate both the lasting effects of colonialism and suggested paths for moving forward, has guided the development of the Canadian PHE Competencies. PHE Canada honours this as a moral and legal obligation. Education is addressed in Calls to Action 62 to 63. Where physical education overlaps with sport are addressed in Calls to Action 87 to 90 (for more information see [appendix 2](#)). In this manuscript, Indigenous content has been woven throughout the grade-level competencies and is based on published works and authentic input as articulated by Elders, knowledge holders, and community and educational leaders from within Métis, Inuit, and First Nations communities.

Through the Canadian PHE Competencies, and within our working group, PHE Canada continues to make efforts to strengthen our inclusive partnerships. Although it has made a conscious effort to be as inclusive as possible in the development and review process, PHE Canada recognizes that no one document can ever fully represent every voice and story within Canada. For that reason, PHE Canada is committed to updating this document periodically to best reflect ongoing cultural changes, population shifts, emergent wise practice, and research.



Education is the belief in possibilities. It is a belief about knowledge systems. It is a belief in the capacities of ordinary humans. We as educators must refuse to believe that anything in human nature and in various situations condemns humans to poverty, dependency, weakness, and ignorance. We must reject the idea that youth are confined to situations of fate, such as being born into a particular class, gender or race. We must believe that teachers and students can confront and defeat the forces that prevent students from living more fully and freely. Every school is either a site of reproduction or a site of change. In other words, education can be liberating, or it can domesticate and maintain domination. It can sustain colonization in neo-colonial ways, or it can decolonize (Battiste, 2013).

THE STARTING LINE

Quality physical and health education—as part of whole child education—is one of the most wholistic and most respectful gifts we can give our children. Education in Canada has the opportunity to facilitate equitable and inclusive citizenship. If we want healthy and well citizens, we need physical and health education (Toulouse, 2016).

Our vision for young people is for them to be:

- affirmed and challenged through inclusive physical and health education;
- respected as unique and individual students;
- confident, courageous, and reflective decision makers;
- motivated and competent movers and caretakers
- respectful and empathetic towards themselves, others, and their environment;
- resilient persons with a sense of self, worth, agency, and accomplishment; and
- knowing of their rights and responsibilities for individual and collective well-being.

These foundational principles grounded our work:

- Quality physical and health education is for everyone.
- Quality physical and health education is essential.
- Curriculum is an interlinked process with reconciliation.
- All students can move and be moved by physical and health education.

The Canadian PHE Competencies includes meaningful and progressive possibilities within physical and health education to support students across Canada to be healthy, safe, challenged, confident, supported, engaged, and ready to live well. As a guide for curriculum development, its contents are intended to spark discussion, to be considered with the local context, and to be built upon by local experts as they move to revamp and enhance existing curricula. It is recommended, however, that the essential elements of health and [well-being](#), healthy schools, Indigenous world views and perspectives, inclusion, diversity, and equity, meaningful learning experiences, student voice, student at centre and whole student/wholistic education be kept at the forefront of curricula review.



Essential Elements

To develop and deliver quality physical and health education, the following philosophical underpinnings and approaches were used to frame and guide decision making (see [appendix 1](#) for descriptions of each):

- Health and Well-being
- Healthy Schools
- Indigenous World Views and Perspectives
- Inclusion, Diversity, and Equity
- Meaningful Learning Experiences
- Student Voice and Student at Centre
- Whole Student/Wholistic Education

The highest performing education systems are those that combine equity with quality (OECD, 2012).

Foundational Elements

The following contributing evidence and practice-based approaches and pedagogies have informed and anchored the Canadian PHE Competencies (see [appendix 2](#) for descriptions of each):

- Asset-Based Approach
- Cooperative Learning
- Critical Pedagogy
- Digital [Literacy](#)
- Ecological Systems Theory
- First People Principles of Learning
- Financial Literacy
- Food Literacy
- Foundational [Movement Skills](#)
- Global Competencies
- Health Literacy
- Intersectionality
- Land-Based Education
- Models-Based Practice
- Physical Literacy
- Physical Literacy Praxis
- Physical and Health Skills-Based Education
- Social Emotional Learning
- Social Justice Education
- Teaching Games for Understanding
- Teaching Personal and Social Responsibility
- Trauma Informed Approaches

Physical and Health Education are excellent contexts to develop global competence (Ciotto & Magnon, 2018).



Honouring of First Peoples

A review of the Truth and Reconciliation Calls to Action identifies curriculum as an interlinked process with reconciliation (Toulouse, 2016). PHE Canada recognizes its responsibility as a pan-Canadian association to provide a culturally affirming approach to reflect Indigenous-held knowledge and practices in the Canadian PHE Competencies. The Honourable Justice Murray Sinclair, Chair of the Truth and Reconciliation Commission, points to education as the key to reconciliation, stating, “Education got us into this mess and education will get us out of it” (National Centre on Collaboration on Indigenous Education, 2020).

In the creation of the Canadian PHE Competencies, PHE Canada was also guided by the United Nations Declaration on the Rights of Indigenous Peoples, a declaration which establishes the individual and collective rights of Indigenous peoples and protects them from discriminatory policies and practices.

Taking efforts to decolonize the language and using the approaches put forward in this manuscript marks an important step in PHE Canada’s journey and commitment to truth and reconciliation in partnership to affirm Indigenous ways of knowing/doing—wholism, land-based, recognition of the sacred, interconnectedness. We know that supporting young people with quality and culturally affirming learning will strengthen Indigenous and non-Indigenous students and forge new pathways together.

Throughout the writing process, PHE Canada sought meaningful relationships with Indigenous knowledge holders nationally and locally. Working as well with Pamela Rose Toulouse (Ojibwe/Odawa) and Lise Gilles (Métis), PHE Canada looked to affirm intercultural understanding, empathy, and mutual respect from the outset (TRC Call to Action 66 and 63).

Acknowledging and imbedding the Calls to Action in the Canadian PHE Competencies will begin to help create learning environments where all students are taught to honour each person, and to value broader ways of knowing, understanding, and navigating changes. This understanding helps create an environment of safety where Indigenous students can thrive (Toulouse, 2021).



HOW TO READ AND USE THE CANADIAN PHYSICAL AND HEALTH EDUCATION COMPETENCIES

The Canadian PHE Competencies are organized as follows:

- **Competencies** are identified and described for both physical and health education that speak to global/wholsitic learning across all grades.
- **Big Ideas** for each subject serve to organize content areas and provide structure.
- **Learning Outcomes** are teacher focused and organized by themes and examples are provided for each grade level. Each is linked to the competencies through icons.
- **I Can Exemplars** demonstrate how students might understand the learning outcomes.

The yellow outer ring holds the **Competencies**, each being shown with a corresponding icon.

The blue, green, red and grey rings hold the **Big Ideas** and their corresponding **Learning Themes**.



The coloured tab indicates the **Big Idea**

The coloured text is the description of each **Big Idea**

Identity and Relationships

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Identify personal characteristics as distinct and uniquely a person's own (e.g., skills, interests, traits, preferences, culture) ▲●●♥
- Express a variety of feelings/emotions people experience, what these emotions feel like, accompanying facial expressions and connections to actions ▲●●■
- Appreciate the types of relationships that exist across the life span (e.g., friends, family, classmates, intergenerational) ▲●●■
- Nurture ways of being responsible for and developing caring relationships with self, others, the land, animals and places ▲●●■
- Identify the words, actions and characteristics of caring and safe relationships ▲●●■

I Can Exemplar:

- Draw a self-portrait to celebrate unique identities
- Link a range of emotions, the causes, effects, responses, and expression (e.g., words, actions, facial/body language)
- Illustrate that people have many types of relationships across the life span (e.g., friends, family, classmates, intergenerational)
- Express respectful phrases that establish personal boundaries to indicate permission or refusal in a variety of scenarios (e.g., hugs, medical exam, safe touch, play)
- Recognize verbal and nonverbal ways of expression (e.g., using facial expression cards, pictures of people and/or animals showing emotion)
- Celebrate and recognize/acknowledge differences

Outcomes are the teacher focused, assessable and/or observable indicators of the learning themes.

Each outcome is structured with:

- a verb from the Wholistic Verb Wheel;
- an object;
- an icon showing its link back to the competency ▲♥●■★; and
- an icon, where appropriate, showing links to the Truth and Reconciliation Calls to Action. 🍃

I Can Exemplars show how students might understand and demonstrate the learning outcomes.

THE WHOLISTIC VERB WHEEL

The need for the Wholistic Verb Wheel emerged alongside the development of the Canadian PHE Competencies as it became clear in existing verb taxonomies of learning—through loaded words like assimilate, copy, restate, execute, foster, and reproduce—can function as powerful mechanisms to transfer and uphold ways of thinking and doing.

Through the creation of the Wholistic Verb Wheel, it also became apparent that verb taxonomies are often shown as a linear progression from a lower level to a higher level in terms of depth, complexity, level of abstraction, accomplishment, and skill.

The Wholistic Verb Wheel challenges traditional taxonomy, centering instead a view of continuous learning that is ongoing throughout a student's learning trajectory, is interconnected and successive. As such, it is attuned to the idea that students' learning trajectories are personalized and dynamic in response to each new learning experience and that students do not move forward at the same rate. The Wholistic Verb Wheel, as much as possible, is tailored towards physical and health education and offers multiple points of entry—Acquisition, Formation, Comprehension, and Consolidation. The verbs selected for inclusion in the Wholistic Verb Wheel also lean into the essential elements listed on [page 101](#) to ensure real world and personal relevance.

In the production of the Wholistic Verb Wheel, the team was inspired and guided by Indigenous, Eastern, Western, and traditional ways of doing and knowing including the Medicine Wheel as presented by Dr Pamela Rose Toulouse (included in [appendix 1](#)), the Trinity Model and Five Elements Theory as presented by Dr Chunlei Lu, Bloom's Taxonomy, and the Inuit, Métis, and First Nations Wholistic Lifelong Learning Models as presented by the Canadian Council on Learning and the Inuit Values and Beliefs as described by the Government of Nunavut *Uniit Qaujimagatuqangit*. Additional theoretical underpinnings were gleaned from *Learning about Progression* from the University of Glasgow and the University of Wales Trinity Saint David (From Ideas to Action, 2018) and Pellegrino (2017) who suggest that numerous progression paths are possible and that progress, rather than being linear, may be more like 'ecological succession'.

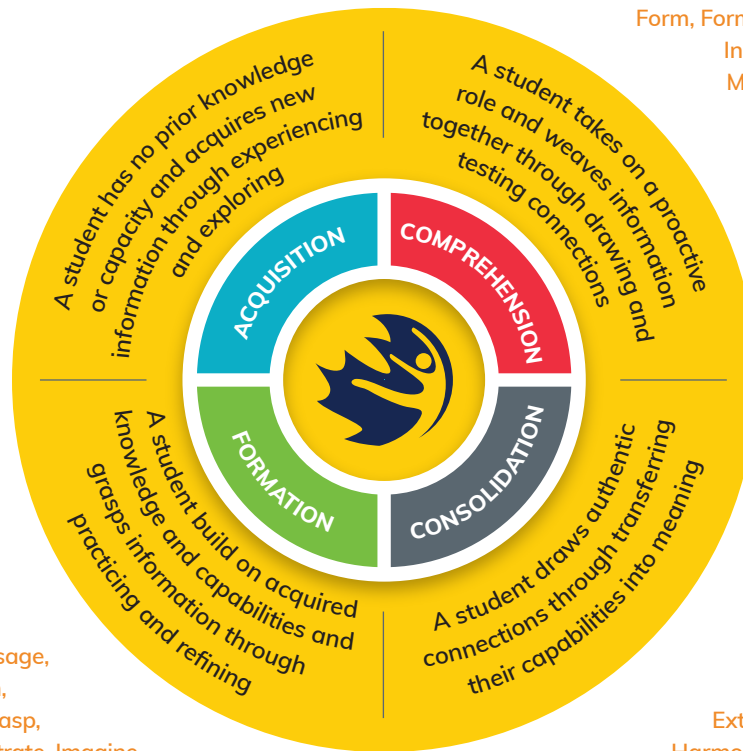
Developing outcomes using the Wholistic Verb Wheel is the first step in creating a nourishing and affirming physical and health education curriculum, because the language we use inspires what is done, thought, created, imagined and enacted and if positioned properly provides a powerful compass that can lead us to where we want to go.

Acquire, Consult, Continue, Engage, Experience, Explore, Familiarize, Focus, Gain, Gather, Identify, Include, Initiate, Inquire, Instigate, Intend, Keep, Label, List, Listen, Locate, Name, Observe, Obtain, Participate, Recall, Receive, Recognize, See, Select, Show, State, Take In, Wonder

Articulate, Accept, Achieve, Activate, Affirm, Analyze, Apply, Appreciate, Assess, Balance, Belong, Belonging To, Be Mindful, Challenge, Chart, Choose, Clarify, Collaborate, Combine, Compare, Concentrate, Connect, Convey, Coordinate, Define, Draft, Enjoy, Express, Feel, Form, Formulate, Illustrate, Implement, Inquire, Investigate, Inventory, Mediate, Organize, Persevere, Prepare, Progress, Realize, Reflect, Research, Reveal, Scrutinize, Share, Source, Synthesize, Test, Track, Uncover, Verify, Visualize

Act, Actuate, Build, Calculate, Carry Out, Communicate, Consider, Consult, Contrast, Create, Deepen, Demonstrate, Describe, Determine, Develop, Differentiate, Discern, Distinguish, Envisage, Examine, Expand, Explain, Extend, Find, Forward, Grasp, Harvest, Hold, Hone, Illustrate, Imagine, Incorporate, Interact, Link, Look, Make, Map, Match, Notice, Offer, Optimize, Plan, Practice, Prepare, Present, Prompt, Propose, Pursue, Question, Reach, Realize, Reconcile, Refine, Reflect, Relate, Represent, Respond, Retrieve, Seek, Summarize, Take Action, Trust, Use

Adapt, Address, Advocate, Anticipate, Appreciate, Arrange, Attune, Authenticate, Calibrate, Commit, Conclude, Contribute, Critique, Decide, Defend, Dispel, Draft, Embody, Embrace, Enact, Encourage, Envision, Establish, Expand, Externalize, Frame, Give, Grow, Harmonize, Honour, Infer, Initialize, Internalize, Invent, Lead, Nourish, Nurture, Orient, Perceive, Personalize, Pitch, Predict, Promote, Protect, Reciprocate, Reinforce, Resolve, Respect, Solve, Stimulate, Transfer, Transform, Unite, Weave



HOW THE WHOLISTIC VERB WHEEL SUPPORTS INCLUSIVE EDUCATION

Inclusive education enables all students to take part in learning and fulfill their potential. Assessment is an essential component of purposeful and meaningful learning experiences for students, with the overarching goal of supporting and enhancing their learning.

The Canadian PHE Competencies' learning outcomes are designed so that young people can move between the 4 stages (acquisition, formation, comprehension, consolidation) of continuous learning.

The Wholistic Verb Wheel supports inclusive education approaches that:

- involve students in questioning and critical dialogue as a focus in every lesson,
- student choice related to assessment and,
- self and/or peer-to-peer assessments.
(Alfrey et al., 2020)

The 4 stages (acquisition, formation, comprehension, consolidation) are designed so educators can shift and change to meet young people where they are in their lives, their individual learning journeys, and considering the community context. Allowing the assessment approach to gather evidence of learning and help each and every young person to

understand how they are progressing.

In all physical and health education classes, there will be a diversity of student interests, needs, abilities and experiences. Just as all students have a right to participate in the class, so too do they have a right to be assessed and supported in their learning in ways that nourish their development.





– CHAPTER 2 –

HEALTH AND WELLNESS EDUCATION



WHY IS HEALTH AND WELLNESS EDUCATION ESSENTIAL?

Without doubt, health and wellness education is foundational to living well. The World Health Organization (WHO) has defined health and well-being education as “any combination of learning experiences designed to help individuals and communities to improve their health and well-being, by increasing their knowledge or influencing their attitudes” (Kumar, 2012). The Canadian PHE Competencies are in line with this definition but also affirm Canada’s definition of health and wellness education as an inclusive and “dynamic (shifting freely and frequently), subjective (reflecting widely different personal experiences), multidimensional (e.g., physical, mental, and social well-being), and multi-determined (e.g., function of multiple factors including spiritual beliefs, social support, income, environment, politics, peace) subject” (Public Health Agency of Canada, 2006). In this manuscript you will see health education referred to inclusively as health and wellness education.

Drawing from the 1986 Ottawa Charter for Health Promotion to the 2016 Shanghai Declaration on Health Promotion, many scholars and practitioners around the world have been making a case for the important role that education can play to enhance health literacy. Schools can reach almost all young people over a long period of time. This makes schools the perfect setting to develop and strengthen young people’s health literacy. In schools, children from diverse socio-economic and cultural backgrounds can be reached, in theory, ensuring that all receive equal support, attention, and opportunity... In terms of sustainability and cost effectiveness, school-based health literacy programs are understood to be promising initiatives (Vamos et al., 2020).

In keeping with the above definition, to flourish and function well in the 21st century, a person must possess a wide range of abilities and competencies—in essence many “literacies.” These literacies—from being able to access and read content online, to deciding whether content is real or relevant, to reaching out to and understanding information provided by those in their community or care providers—are multiple, dynamic, and malleable (Rootman et al., 2008). “Health literacy, broadly defined, is about an individual’s ability to selectively engage with, understand, and apply health information and services in ways that promote health” (Macdonald, Enright, & McCuaig, 2018).

People for Education and the Students Commission of Canada additionally stated the need to move beyond the medical and explore relevant wellness topics like “consent, cultural respect, substance abuse, gaming and digital habits and behaviours, family dynamics, mental health, therapy, sexuality and genders” (People for Education, 2020). Indeed, maintaining up-to-date health and wellness education is essential to supporting the dynamic, multi-dimensional, and multi-determined aspects of student well-being (Storey et al., 2009; Zins et al., 2004). In doing so, health and wellness education can promote

a healthy sense of self and well-being and well-becoming.

Health and wellness education, as presented here, is not only about building the skills and knowledge to care for yourself; it also centres what students can do as opposed to what they need to do (Alfrey et al., 2021). It encompasses a reflexive and wholistic approach, in which students are empowered to consider their development, rights, and responsibilities within the context of their communities and lives. “It is important for young people to learn that everyone’s ‘healthy and well lifestyle’ looks different depending on what they like doing and things that are important to them so that people don’t negatively compare what works best for them to other people” Madison (Grade 11). Moreover, it is grounded in a conceptualization of health and wellness that promotes factors to support wholism health and well-being, rather than focusing on factors that cause disease (pathogenesis), risks, and problems (Bhattacharya et al., 2020). According to the National Collaborating Centre for Indigenous Health, Indigenous cultures across Canada assert this wholistic approach to well-being and identify the need to focus on the “relationships and responsibilities held across the environment, families, the tribe, and ancestors” (Tagalick, 2010). As such, teachers are able to focus

more on the “...assets, capabilities, and resources of young people as opposed to more traditional deficit, risk models or views of them” (Lambert, 2018).

Feedback from Aisha (Grade 11), was that the Canadian PHE Competencies “provide insight and a different perspective made for newer generations, compared to decades-old guidelines that wouldn’t really fit in the present day”. In this sense, the Canadian PHE Competencies stress the importance of widening the notion of health from its focus on prevention of ill health, risk, and harm to build on and take a broader perspective of well-being and [well-becoming](#) into consideration (Brolin et al., 2018). According to Barrett (Grade 12), there is much to look forward to in this reconceptualization, including “principles and applicable skills regarding finances, addictions, mental health and well-being, as well as acknowledging the influences of media which have significant impact on one’s life”.

Improving the quality and quantity of health and wellness education that Canadian students receive was important when we began writing this document in 2019. Since then, the world has experienced a pandemic and fundamentally had to change the way education works and what is taught. Additionally, the world has had a global wake-up call to address inequities and injustice. It is now more clear than ever there is a need to shift education to ensure that young people are all given the opportunity to develop the knowledge and skills they need to become resilient and enduring individuals. Quality and wholistic approaches to health and wellness education help to develop core competencies for students to become balanced individuals—during a pandemic and for the rest of their lives. According to Jack (Grade 12), “the Canadian PHE Competencies will help shed a light on topics that young people think about but rarely talk about in schools. This is especially

true for outcomes related to creating meaningful relationships with themselves and others. It is vital for us to learn to respect and appreciate ourselves in order to live well.”

The area of health and wellness education has been identified, through the annual PHE Canada national teacher survey, as a top priority area for attention and investment across pre-service education, curriculum development, and K–12/ CEGEP instruction. Unfortunately, according to related literature, although educators are certified to teach health and wellness education, many generalist educators may not have acquired the confidence to teach specialized subject knowledge. Indeed, many educators feel ill prepared to teach this subject matter because of a lack of dedicated attention during teacher training. As well, students themselves have identified the need for access to relevant information consistently across their education (Bradford et al., 2019).

As students become adults and explore the real world, they should have information on healthy relationships and sexual health fresh in their minds to mitigate any possible risks (Zainab, Grade 10).

For this reason, the outcomes and I Can exemplars that follow are more expansive to help show what quality health and wellness education can look like. They include many progressive learning opportunities across the elementary and secondary years to reinforce learning. As well, through these it is possible to see clearly how health and wellness education outcomes can be incorporated across subject areas.

WHAT THE RESEARCH SHOWS

Individuals engaging in high quality and wholistic health and wellness education are more likely to:

understand available health information and be empowered to make healthy choices

Berg, Hickson and Fishburne, 2010

be more physically active and make wiser food choices including eating more fruits and vegetables

Fung et al., 2012

critically assess the level of risk-taking behaviour and generate positive perceptions of protective behaviours and negative perceptions about risk behaviours

Ferrer R, Klein WM, 2015

be able to search for information and resources regarding their own physical and emotional well-being. Greater media literacy will allow them to discern between information that could be misleading or fake, and promote their consumption of higher-quality information from trusted sources

Park & Kwon, 2018

Jones et al., 2011

confront and avoid unhealthy practices and behaviours

McCaughy et al., 2011; Vander Ploeg et al., 2014

practice health enhancing behaviours, attitudes, and beliefs

Stuart H, 2016

achieve outcomes targeted at positive mental health; learn about stigma, strategies to support positive mental health, and resources and supports to cope with mental health issues

Schleicher, 2022

be active users of digital technologies, and able to engage in information seeking, whether for socialization, searching for health information or schoolwork. "Children need the skills to discern fact from fiction, to determine the quality of information they consume, and to be able to find trustworthy sources online especially when it comes to their health and well-being"





WHAT HEALTH AND WELLNESS EDUCATION CAN BE

Health and wellness education, as presented in the Canadian PHE Competencies, promotes comprehensive well-being at every stage of a student's development, and empowers them to balance, connect and maintain their emotional, physical, cultural, spiritual, social and psychological well-being.

The Canadian PHE Competencies define health and wellness education as a wholistic course of study that aims to increase:

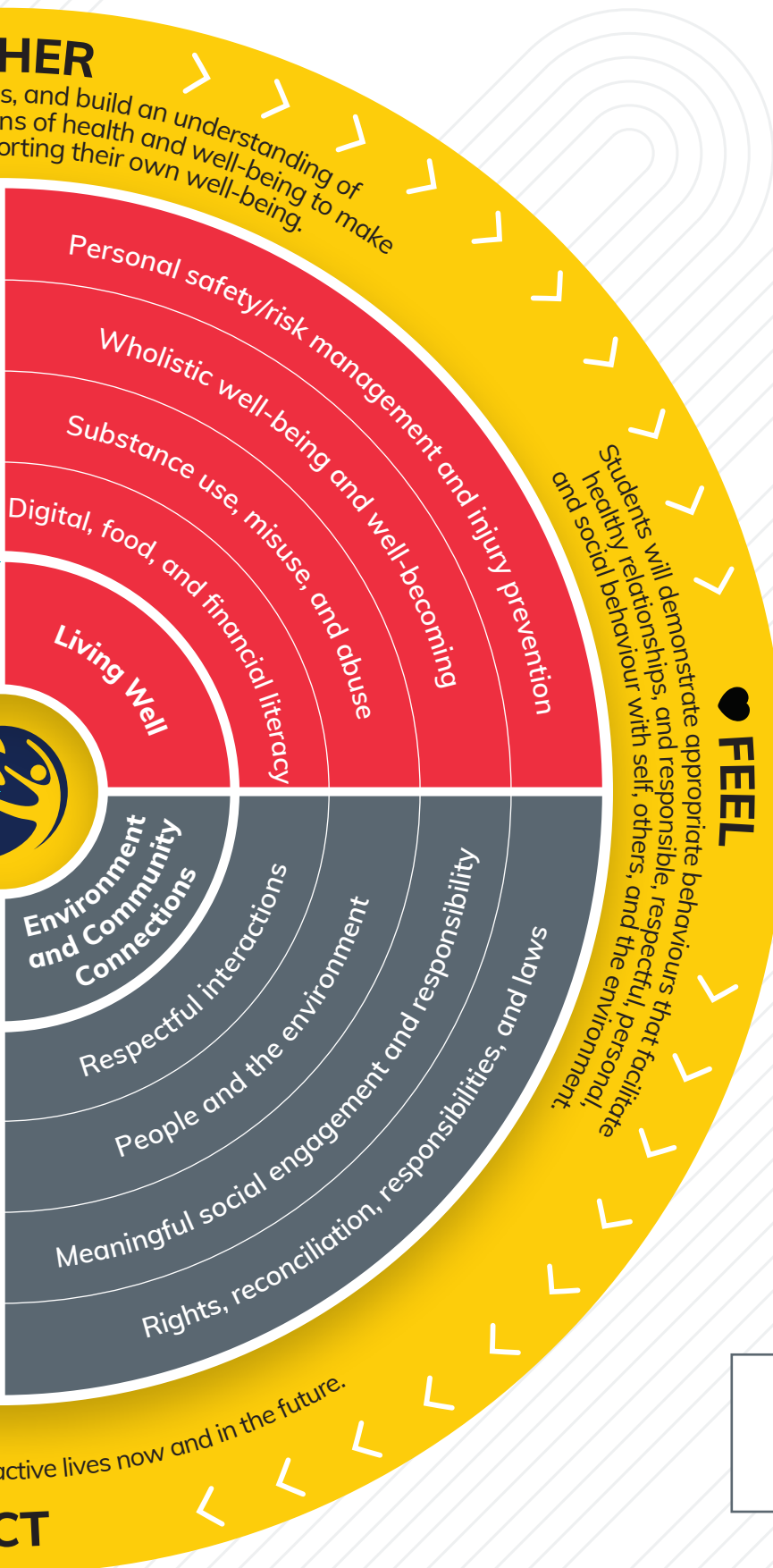
- communication skills;
- critical thinking and decision making;
- ethical awareness;
- care of and respect for the dignity of self, others, nature, and the environment;
- goal setting and aspirations;
- health, financial, digital, and food literacy;
- appreciation of identity and cultural diversity; and
- wholistic understanding of health and well-being.

Health and Wellness Education Competencies

Human Growth and Development

Identity and Relationships






How to use this wheel

The layout, as presented, mirrors a children’s spinner toy. The outer ring rotates, giving multiple ways of approaching the big ideas and learning themes. In this way, learning within physical education and health and wellness education is inclusive and attuned to a continuum of young peoples’ interests, and offers multiple and meaningful opportunities to be healthy, safe, challenged, confident, supported, engaged, and ready to live well.

Living Well

Environment and Community Connections

Download your copy of this wheel here:



KINDERGARTEN

Students can appreciate and respect their body through life.

Outcome:

- Identify external body parts, variations in anatomy and their unique roles in daily life (e.g., eyes, nose, legs, arms, tongue, hands, vagina, penis, anus) ▲●
- Explore the stages of teeth development and how progression is individualized ▲●
- Identify daily routines and regular habits that the body requires ▲●■
- Observe how growth and development and the development journey is unique to each individual ▲●♥
- Respect bodily autonomy and people's right to privacy and personal space ▲●♥■

I Can Exemplar:

- Draw a self-portrait with body parts labelled
- Engage different parts of the body and recognize how the body is interconnected
- Engage in behaviours and habits that keep the body healthy and well (e.g., toileting, washing hands, rest)
- Observe personal growth and development (e.g., height, shoe size, eye colour, teeth)
- Respect each body as unique and worthy

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Identify personal characteristics as distinct and uniquely a person's own (e.g., skills, interests, traits, preferences, culture) ▲●♥✓
- Express a variety of feelings/emotions people experience, what these emotions feel like, accompanying facial expressions and connections to actions ▲●♥■
- Appreciate the types of relationships that exist across the life span (e.g., friends, family, classmates, intergenerational) ▲●♥■
- Nurture ways of being responsible for and developing caring relationships with self, others, the land, animals and places ▲●♥■✓
- Identify the words, actions and characteristics of caring and safe relationships ▲●♥■

I Can Exemplar:

- Draw a self-portrait to celebrate unique identities
- Link a range of emotions, the causes, effects, responses, and expression (e.g., words, actions, facial/body language)
- Illustrate that people have many types of relationships across the life span (e.g., friends, family, classmates, intergenerational)
- Express respectful phrases that establish personal boundaries to indicate permission or refusal in a variety of scenarios (e.g., hugs, medical exam, safe touch, play)
- Recognize verbal and nonverbal ways of expression (e.g., using facial expression cards, pictures of people and/or animals showing emotion)
- Celebrate and recognize/acknowledge differences



Students can meet their needs and aspirations.

Outcome:

- Acquire outdoor safety practices that support mutual enjoyment in a variety of settings (e.g., sledding safety) ▲●■/
- Gather strategies to respond to potential hazards/risks in the home and school community (e.g., appliances, poisons, hazards, tools) ▲●●■
- Identify situations that may cause feelings of stress and anxiety and ways to cope with these feelings (e.g., the first day of school, traveling on a school bus, trying something new) ▲●●■
- Practice effective personal hygiene and safe food practices (e.g., exhibiting caution around hot foods and equipment, recognizing when foods need to be cooked or cooled, washing hands) ▲●■/

I Can Exemplar:

- Recognize how personal safety is connected to others around them
- Match substances found at home or in school with appropriate and safe use (e.g., adult supervision for medications, sunscreen, vitamins, avoidance of allergy causing substances and products with danger symbols)
- Identify appropriate responses in potentially dangerous or emergency situations (e.g., avoid the danger, evacuate, say no assertively, fire drill, call for help, seek out a safe adult/ helpers)
- Explore ways to support wholistic health and well-being (e.g., movement, nutrition, hygiene, talking openly about feelings, spending time outdoors)
- Recognize what is safe to eat and how safe food practices contribute to well-being (e.g., exploring different colours, textures, tastes, sizes, shapes, temperatures, smells, origins)



Students can be active in and responsive to their surroundings.

Outcome:

- Observe rules and instructions related to indoor and outdoor play (e.g., designated areas, appropriate safety equipment and dress) ▲●■
- Identify safety helpers in the community (e.g., trusted adult, elder, teacher) ▲●■
- Propose ways of being respectful of the environment and actions to care for it ▲●●■/
- Recognize where food comes from (e.g., local and household gardens, commercial farms for plants or animals, manufacturing) ▲●/
- Describe traditional and cultural foods and the connection to health and well-being ▲●●/

I Can Exemplar:

- Respect spaces and equipment rules and instructions (e.g., pavement, fields, climbing equipment, sandpits, helmet, boundaries)
- Identify helpers in the community and ways to ask for help in different situations
- Find safety features and routes around home and the school community and share information about them
- Hold responsibility for the care of the classroom environment
- Explore food customs, practices, rituals and celebrations from around the world (e.g., pemmican, dim sum, lavash, ceebu jën, challah, chicken soup)

Students can appreciate and respect their body through life.

Outcome:

- Locate the internal organs (e.g., heart, lungs, brain) ▲●
- Describe how internal organs of the body have interconnected roles that support wholistic well-being (e.g., during exercise heart rate increases and breathing intensifies) ▲●●
- Identify the senses, their roles, and where they are located on the body ▲●●
- Describe how humans share basic and common needs to be well (e.g., hygiene, warmth, shelter, hydration) ▲●●
- Recognize childhood conditions that impact our organs and senses (e.g., asthma, seasonal allergies, colds) ▲●
- Explore common communicable and non-communicable conditions and how they spread in the classroom, home, and outdoors ▲●■

I Can Exemplar:

- Build a model of a person with the brain, heart, lungs with sources of the senses appropriately located (e.g., using crafts or play-dough for active learning)
- Explore how the body's organs respond to movement and rest (e.g., heartbeat, breath, energy, thoughts)
- Identify daily practices a person can take to care for the body. (e.g., winter clothing, water bottles, washing hands, brushing teeth)
- Appreciate actions that support well-being and well-becoming (e.g., physical activity, outdoor pursuits, sleep, friendships, regular eye exams, dental care)
- Build habits that reduce transmission of communicable conditions (e.g., covering mouth when sneezing or coughing, hand hygiene)

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Develop self-awareness and awareness of others to further a sense of identity (e.g., likes and dislikes, habits, capabilities, attributes) ▲●●■
- Express how belonging to groups (e.g., linguistic, families, social, activity, cultural groups in all forms) can increase health and well-being ▲●●■
- Identify ways feelings and emotions can be expressed non-verbally and verbally (e.g., eye contact, posture, movement) ▲●●■
- Learn what personal information is and how to protect it ▲●■
- Build interpersonal and conflict resolution skills (e.g., emotional awareness, listening, compromise, empathy) ▲●●■
- Recognize the role of consent in asserting and respecting boundaries ▲●●■
- Build and maintain empathetic relationships ▲●●■

I Can Exemplar:

- Respect ways in which individuals are distinct and unique (e.g., inherited attributes, personal experiences, abilities, culture)
- Explore the types and benefits of groups to belong to (e.g., linguistic, social, activity, cultural)
- Describe behaviours which demonstrate respect, appreciation, and value of others
- Express how words, body language, and actions can impact others and influence the feelings and actions of others
- Identify the characteristics of friendship and why they are important (e.g., listening, kindness, honesty, respect)
- Resolve conflict between classmates (e.g., 'I' messages, compromise, negotiation, saying sorry and please, follow through)
- Balance personal interests and boundaries with the needs of others



Students can meet their needs and aspirations.

Outcome:

- Explore different types of eustress and distress and techniques to promote balance and well-becoming ▲●●■
- Express the interconnection among rest, movement, sleep, and nutrition on well-being ▲●●
- Identify possible movement hazards at school and indicate safety practices for each (e.g., playground equipment, parking lots, bus loading zones) ▲●■
- Describe a variety of food traditions (e.g., respecting individual, familial, and cultural diversity) and how they contribute to health and well-being ▲●●■/
- Explore Canadian currency, how money is exchanged and its effect on well-being ▲●

I Can Exemplar:

- Explore experiences of beneficial eustress, negative distress, and coping strategies
- Build mental strategies that can support well-being (e.g., movement, connection to land, play, rest, mindful breathing, limiting screen time)
- Express feelings associated with sharing spaces with others (e.g., eating with others, preparing food, birthdays, weddings, religious holidays, playing sports)
- Explore the role of currency in day to day life around the world (e.g., cultural images, alternative currencies, trading)



Students can be active in and responsive to their surroundings.

Outcome:

- Respect the different roles that contribute to a healthy class community ▲●●■
- Familiarize the local Métis, Inuit, and First Nations relationships with the land and practices used to sustain it across the seasons ▲●/
- Identify general safety procedures within the community ▲●●
- Recognize how pollution affects the well-being of a community and ways to help prevent it ▲●●
- Express how people interact with the land to live well (e.g., hunting, gathering, leisure, natural resources) ▲●●/
- Recognize how to stay safe in the community (e.g., crossing the road safely, safety signs, staying away from strangers, navigating your local community, safe pickup, knowing who to seek help from) ▲●■
- Recognize where food comes from (e.g., water, farms, gardens, wild), how it grows and how it is harvested (e.g., farming, hunting, fishing, trapping) ▲●/

I Can Exemplar:

- Experience different volunteer roles in the classroom setting (e.g., helper, leader, buddy, material organizer)
- Reveal local birds, animals, and plants and their cultural significance (e.g., eagle, lion, oryx, bear, sage, corn, flowers)
- Take in how Métis, Inuit and First Nations are distinct from one another
- Activate safety skills and knowledge (e.g., know who to approach for help, appropriate use of emergency services, traffic/train/bike/pedestrian safety, fire safety, tool safety, water safety, animal safety)
- Extend personal connections with other living things (e.g., land provides shelter and food, pets provide love and affection)
- Illustrate where favourite foods come from (e.g., pancakes—wheat from fields, maple syrup from trees, butter from cow's milk, and eggs from chickens)

Students can appreciate and respect their body through life.

Outcome:

- Explore the uses of external and internal body parts and how they can work together (e.g., the roles of eyes, nose, tongue, teeth, hands in eating) ▲●●
- Recognize ways to support the body's growth, exploring variations and varying rates in growth and development ▲●■
- Describe the purpose of the four types of teeth ▲●
- Identify how the immune system fights bacteria, viruses, and parasites ▲●
- Describe how to keep the immune system working to its full potential (e.g., rest, hydration, nutrition, vaccines, hygiene, safe food practices) ▲●

I Can Exemplar:

- Explore how the body's growth can be supported and appreciated (e.g., food, sleep, regular movement, self-acceptance)
- Create a timeline of basic changes in growth and development (e.g., primary teeth, permanent teeth, visual acuity, changes in height)
- Recognize that food and water are essential to growth and development
- Explore the link between food and well-being at different life stages (e.g., infancy, childhood)
- Describe what being sick looks, sounds, and feels like, and the role of the body's response in restoring wellness (e.g., white blood cells, fever, coughing, vomiting, swelling, drowsiness)

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Explore how to build and support a strong self-identity (e.g., self-esteem, self-respect, and self-acceptance) ▲●●■
- Map ways identities are affirmed through interconnection with others (e.g., shared interests, language, cultural beliefs, values) ▲●●
- Promote fair, safe, and respectful relationship skills ▲●●■
- Build skills and behaviours that promote friendships (e.g., respect, empathy, cooperation) ▲●●■
- Recognize emotional and behavioural cues in challenging situations (e.g., hunger, fatigue, illness, exclusion) ▲●●
- Appreciate what it means to be a family in all forms (e.g., step, same sex, divorced, single parent, intergenerational families) ▲●●

I Can Exemplar:

- Share objects that represent self-identity (e.g., familiar and cultural objects, interests, toys)
- Describe different roles (e.g., sibling, friend, helper) and how these feelings and actions differ in different context (e.g., at home, in class, and community context)
- Nurture fair, safe, respectful relationships skills (e.g., empathy, respect)
- Explore cultures in a positive, respectful, affirming way
- Describe how to contribute to a safe and caring environment and help others deal with challenging situations (e.g., listening, openness, cooperation)
- Hold responsibility for how moods, thoughts and feelings are expressed (e.g., anger, frustration, sadness, hunger, boredom)



Students can meet their needs and aspirations.

Outcome:

- Identify how to know what private information is and when it is safe to share their own and others' information ▲●■
- Explore the effect of anxiety and distress and ways to balance and support resilience/ajuinata in Inuktitut ▲●●■/
- Explore different foods (e.g., plants, meats, whole foods), their nutritional benefits, and where, when, why, and how they are processed, stored, and eaten ▲●
- Explore the role of money in fulfilling needs, wants, and well-being ▲●

I Can Exemplar:

- Recognize how digital sharing can have consequences on the self and others
- Initiate strategies that help to manage anxiety and stress and support mental well-being and/or well-becoming (e.g., journaling, listening, openness, cooperation)
- Identify health and well-being promoting activities that are personally enjoyable (e.g., eating together, movement activity, cultural activities)
- Organize money into categories (e.g., save, spend, share) and make simple spending plans



Students can be active in and responsive to their surroundings.

Outcome:

- Visualize what it means to live in harmony with the environment ▲●●■
- Recognize the symbolism and meaning of food in their family and community ▲●/
- Observe how clean air, water, and soil contribute to health and well-being ▲●
- Gather strategies for the protection of resources such as clean air, water, soil (e.g., composting, reducing waste) ▲●■

I Can Exemplar:

- Harvest natural ingredients for sharing (e.g., vegetables, spruce gum, maple syrup)
- Appreciate knowledge from Elders and knowledge keepers about sacred/significant food in the community
- Share familial or cultural customs (e.g., cultural identity, eating locally grown food, Dagwaagwanii Maawindoosijjegin, Potlatch, Fall Harvest, Thanksgiving, Diwali, Ramadan)
- Implement actions to engage with the environment in sustainable ways (e.g., grow food from seeds, active transportation, rain collection)

Students can appreciate and respect their body through life.

Outcome:

- Examine the musculoskeletal system and how the various parts of the body work together (e.g., bones, muscles, joints) ▲●
- Name the external genital organs for all sexes assigned at birth and their role in bodily functions (e.g., mons pubis, labia majora, labia minora, and clitoris, penis, urethra, and scrotum) ▲●
- Describe the processes of prepubescent growth wholistically (e.g., physical, mental, emotional, social, spiritual) ▲●
- Expand ways to care for and support the body during prepubescence into puberty (e.g., genitals, deodorant, menstrual and other hygiene products, time outdoors) ▲●■
- Identify substances that are potentially unsafe and the need to heed warnings ▲●■

I Can Exemplar:

- Explore the body's structures and muscular systems, how each has complimentary roles to support functional movement and well-being in daily life
- Recognize that while prepubescent changes and the rate of change are unique to all, they are shared among people
- Identify actions that maintain the body structures and systems (e.g., rest, nutrition)
- Identify substances not inherently helpful or harmful, how they are used positively or negatively, and their effects on the body (i.e., vitamins, toothpaste, antibiotics, medicines, tobacco, alcohol)

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Recognize emotional or behavioural changes related to puberty and the effect on relationship to self and others (e.g., moods, sexual feelings, menstruation) ▲●●■
- Take in how values, beliefs, and behaviours are influenced by the media, social groups, family, community, and culture ▲●●
- Explore how families all over the world have similarities and differences (e.g., separated, divorced, blended, different ethnic cultures, single parent, same sex) ▲●
- Identify factors that influence self-efficacy and self-esteem and their role in well-being ▲●●■
- Define forms of maltreatment (e.g., abuse, bullying, ableism, homophobia, cyber bullying, micro-aggressions, exclusion, sexism, racism) and reasons why they occur (e.g., insecurity, anger, modelling, hurt) ▲●●■
- Build strategies to address maltreatment (e.g., assertiveness, avoidance, caution, refusal/say no, seeking help, conflict resolution) ▲●■
- Appreciate differences between gender identity, gender expression, sexual preference, and sex assigned at birth (e.g., male, female, intersex, two spirit, non-binary) ▲●/
- Propose examples of how consent in a variety of settings is established (e.g., how to say no and how to respect no) ▲●●■

I Can Exemplar:

- Recognize ways to communicate changes or feelings related to changes in puberty that help to maintain relationships (e.g., how to explain to a friend that has not started puberty yet what is happening)
- Question how media representations (e.g., movies, video games) influence personal interests, talents, sense of self, and behaviours
- Appreciate that abilities can grow and change with perseverance (e.g., growth mindset, grit)
- Differentiate types of maltreatment (e.g., real or fictional, in person or online, physical, sexual, neglect, racial, gender-based violence) and responses (e.g., say NO assertively, move away, call for help, seek out a safe adult/helpers)
- Explore the impact of maltreatment on the victim, and by/outstander
- Respect gender as diverse and beyond the binary framework (e.g., use an individual's affirmed gender identity, name, and pronoun, be an ally, get support as needed)
- Demonstrate respectful and caring behaviours with others (e.g., seek consent, respect no, point out positives in others, inclusion)



Students can meet their needs and aspirations.

Outcome:

- Describe safe practices in various indoor and outdoor settings (e.g., helmets, life jackets, asking for help) ▲●■
- Identify behaviours that can contribute to well-being and well-becoming ▲●●■
- Relate eustress and distress and their impacts on well-being ▲●
- Investigate ways to manage distress and anxiety, and ways to relieve them (e.g., positive self-talk, seeking help, relaxation, friends) ▲●●■

I Can Exemplar:

- Identify safe practices and safety rules at home, at school, and in the community
- Illustrate the impact of daily screen time habits and behaviours on well-being
- List feelings, emotions, and thoughts that are associated with stress (e.g., fatigue, appetite)
- Identify ways to support resilience, positive motivation, perseverance, and understanding (e.g., movement activity, prioritizing, setting boundaries, connecting with self and others, being in nature, quiet time, ceremony, prayer)
- Strategize how to deal with situations that may cause feelings of distress and anxiety

Students can be active in and responsive to their surroundings.

Outcome:

- Identify how to confirm information is reliable (e.g., trusted adult, medical professional, safety signs) ▲●■
- Determine decision-making practices to increase the safety of self and others in a variety of places and situations (e.g., recognize, gather information, comparison, selection of decision, action, evaluate) ▲●●■
- Explore harvesting and farming practices that respect the natural environment and what this relationship with the land has looked like over time (e.g., hunting, fishing) ▲●●■/
- Recognize responsibilities for the land as a source of valuable food and nurtured for all ▲●●■/
- Enjoy connecting with the outdoor through activities (e.g., hiking, nature inspired art and crafts, bird watching, snowshoeing, shelter building, gardening, drawing) ▲●●/

I Can Exemplar:

- Discern between valid [reliable] and invalid [unreliable] sources of health and well-being information in a variety of settings (e.g., online, in person)
- Describe behaviours and reactions when encountering an emergency (e.g., stop, drop and roll, basic first aid, ask for assistance from a trusted adult such as school staff, medical workers, wilderness patrols, or coast guards)
- Map the origins of food (e.g., where the food is grown, harvested, trapped, fished, or hunted)
- Explore how food is processed or prepared, and local farming and food production and preservation techniques (e.g., canning, drying or smoking of meat, fish, fruits, and/or vegetables)
- Identify local plants and their uses (e.g., plant walks, scavenger hunts, plant bingo)
- Reflect on a variety of different outdoor activities and how access to the land, trees, plants, seasons, wildlife, and weather influence those activities (e.g., hiking, snowshoeing, swimming, play)

Students can appreciate and respect their body through life.

Outcome:

- Explore how the body's systems are interconnected (e.g., nervous, circulatory, cardiovascular and respiratory systems) and how they influence overall well-being ▲●
- Recognize the body's systemic responses to different situations (e.g., allergens, food sensitivities, temperature) ▲●
- Consider physical, social, and emotional changes during puberty (e.g., genitalia, height, gender expression, sexuality, sexual feelings) ▲●
- Match bodily changes that happen during puberty with personal care responsibilities ▲●
- Describe how to keep teeth, eyes, and ears healthy and ways to prevent damage ▲●

I Can Exemplar:

- Recognize the body's nervous, circulatory, cardiovascular, and respiratory reactions to extreme situations (e.g., fight, flight, or freeze responses)
- Appreciate rates of change during puberty as individualized
- Evaluate habits around dental, eye, and ear protection and safety practices that prevent injury, including first aid techniques
- Describe why dental, vision, and hearing screenings are important

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Consider how stereotypes in media can affect feelings and actions towards themselves and others (e.g., self-worth, belonging) ▲●●
- Develop online communication and social media strategies that support positive and safe relationships with self and others ▲●●■
- Develop strategies for maintaining safe, respectful, and positive relationships ▲●●■
- Recognize forms of discrimination and stereotyping (e.g., racism, sexism, ableism) and ways to advocate and stand up for oneself or others (e.g., body language, tone, volume, avoidance, assertiveness, seeking help, checking in on the person at risk) ▲●●■/
- Show empathy and respect of self and others ▲●■/

I Can Exemplar:

- Connect that how we see and feel about ourselves can be influenced by the words and actions of others and media (e.g., behaviour, transmission of norms, bias)
- Access valid and reliable information on discrimination (e.g., the roles of the victim, perpetrator, by/outsider, ally, co-conspirator) and resources for support
- Recognize instances of discrimination and appropriate responses and actions to support equity and uphold rights
- Compare spiritual and cultural perspectives on supporting relationships with self and others (e.g., 7 Sacred Grandfather Teachings, fables, 4 Noble Truths, the 8-Fold Path, Moral Code of Islam, 10 Commandments)



Students can meet their needs and aspirations.

Outcome:

- Recognize how lifestyle choices contribute to mental and spiritual well-being ▲●♥
- Explain the different reasons for substance use and misuse ▲●
- Use online safety guidelines (e.g., rules, boundaries, limits) ▲●
- Describe ways to protect privacy while using and interacting on devices and the internet ▲●♥
- Communicate the importance of respecting the food choices of others ▲●♥■
- Investigate the purpose and processes of banking (e.g., why they were created, what are they used for, how they contribute to well-being) ▲●

I Can Exemplar:

- Practice ways to support mental well-being (e.g., journal writing, trying new activities, hobbies)
- Share comforting and supporting self-care actions during puberty (e.g., seeking out gender neutral bathrooms, menstrual cycle calendars, talking with others, seeking guidance)
- Practice using decision-making processes for social media posting (e.g., how to avoid saying something in a text or on social media that would not be said face-to-face)
- Consider how allergy, intolerance, culture, and values impact food choices



Students can be active in and responsive to their surroundings.

Outcome:

- Explore forms of active transportation and the rules, regulations for road safety (e.g., cycling, walking) ▲●
- Examine ways all people, the community, and the land are connected and interdependent (e.g., Nikmatut - Mi'Kmaq) ▲●/
- Seek a range of resources that support well-being or well-becoming in the school and community ▲●
- Explore actions that support a healthy community and environmental well-being or becoming ▲●■

I Can Exemplar:

- Plan safe and active travel routes within the community
- Affirm connection to place through storytelling and its impact of health and well-being
- Identify culturally responsive ways to honour and build individual and collective well-being (e.g., Miyuupimaatsiun, Mino Bimaadiziwin, bien-être)
- Nurture personal talents and energy for community and environmental well-being

Students can appreciate and respect their body through life.

Outcome:

- Identify the components of the reproductive system, the biological genitalia for all sexes assigned at birth and how they work together (e.g., menstruation, spermatogenesis, conception) ▲●
- Describe the endocrine systems and the role of hormones in maturation ▲●
- Acquire correct and respectful terms in relation to sexual orientation and gender identity ▲●

I Can Exemplar:

- Describe the menstrual cycle, the pathway of sperm cells from the testis to the egg, and why it is important for all sexes to learn about these processes
- Describe how natural chemicals in the body (hormones) control the changes that happen during puberty (e.g., menstruation, spermatogenesis, body hair)

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Analyze how technology impacts relationships with self, friends, and family ▲●♥
- Analyze how media portrayals and stereotypes can influence behaviour, body positivity, and positive sense of self ●♥
- Communicate the changes that occur during puberty and the effect on relationship to self and others (e.g., reproduction, menstruation, sexual feelings) ●♥
- Explore cultural aspects of growth and development (e.g., rites of passage, traditions, ceremony) ▲●♥
- Practice strategies and skills to deal with interpersonal violence, aggression, and micro-aggressions ▲●■
- Explore the meaning of racism and ways to challenge racism (e.g., reconciliation, equality, equity, peace, kindness, compassion, allyship) ▲●♥■/

I Can Exemplar:

- Connect technology choices and use with healthy friendships and family dynamics
- Critique media depictions of sexuality, gender identity, ability, and race and their impact on self-image
- Practice strategies for expressing feelings that occur during puberty
- Identify that sexuality is an individual and natural part of being human (e.g., sexual attraction to one gender [gay, lesbian, heterosexual], sexual attraction to more than one gender [bisexual, pansexual], not experiencing sexual attraction [asexual])
- Examine how the influences of events, traditions, and celebrations promote well-being during puberty (e.g., Bar and Bat Mitzvah, Quinceanera, Inuit wilderness quest)
- Use social and emotional skills to nourish relationships (e.g., listen intently, clarify feelings, abstain from trash talk, encourage, include)
- Identify warning signs of abuse and develop strategies to seek help for self or others
- Identify ways individuals have challenged racism (e.g., Viola Desmond, Carrie Best, Charles Daniels, Lena Hayakawa, Cindy Blackstock)



Students can meet their needs and aspirations.

Outcome:

- Connect how community violence and conflict affect daily lives and ways to stay safe (e.g., conflict resolution, after school programs, buddy systems) ●♥
- Connect how well-being can be influenced by financial habits and behaviours ▲●
- Explain the risks associated with online commerce (e.g., scams, phishing, hacking, identity theft) ●
- Assess the role of online marketing in influencing purchasing choices and describe strategies to make informed choices ▲●

I Can Exemplar:

- Explore how media may cause or affect conflict (e.g., portrayal of violence, ethnic, racial and gender bias, stereotypes)
- Demonstrate conflict resolution skills in daily life (e.g., compromise, reaching consensus, accommodation)
- Explore financial literacy skills related to consumerism, budgeting, credit, saving, spending, consumer awareness



Students can be active in and responsive to their surroundings.

Outcome:

- Explore how society's understanding of the concept of family has changed over time ▲●♥
- Investigate specific careers that align with personal aspirations, interests, abilities, and skills ▲●
- Consider the link between environmental issues and mental well-being (e.g., connection to land/environment, pollution, extreme heat) ▲●♥/
- Explore children's rights in Canada ▲●♥/

I Can Exemplar:

- Appreciate what it means to be a family in all its forms
- Access career information of interest and relate it to health and well-being
- Show reciprocity, respect, balance, and connection to land through stories and interacting with nature and Elders (e.g., exploring, mapping the salmon migration, drawing connection to hishuk ish tsawalk (everything is one) world view from the Nuu-chah-nulth culture)
- Form connections between the self and environmental sustainability
- Differentiate rights, needs, responsibilities, and wants

Students can appreciate and respect their body through life.

Outcome:

- Analyze the immune system's reaction to allergies and sensitivities ▲●
- Link the changes that occur during puberty to increased physical, emotional, and social needs (e.g., metabolism, energy, rest) ▲●
- Examine information on sexuality, maturation, conception, and pregnancy ▲●
- Expand view of gender as comprising three parts; anatomical sex (e.g., male, female, intersex assigned at birth) gender identification, and gender expression ▲●
- Identify how to protect the senses ▲●

I Can Exemplar:

- Explore how treatment of allergic reactions and sensitivities (e.g., hay fever, bee stings, ticks, sunburn) work to support the body
- Relate the maturation processes of puberty to conception, pregnancy, and childbirth (e.g., hips, menstration, spermatogenesis)
- Maintain a balanced diversity of activities to support the well-being of all body systems
- Expand on how the senses work and how to protect them from harm (e.g., wearing sunglasses and head protection, avoiding smoking and excessive volume, managing nutrition, regular dental hygiene, movement)
- Identify sensory issues, the impact, and ways to source or communicate information (e.g., sign language, mobility canes, braille, hearing aids, assistive technology, apps)

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Recognize the spectrum of sexual orientation and the idea that people's gender identities and orientations are complex (e.g., may be known, can be fluid, may vary over time) ▲●●
- Differentiate types of social groups, how members identify themselves, reasons for joining, and ways to avoid negative associations or seek help and support if self or others are recruited or involved (e.g., clique, crew, gang) ▲●●■
- Use boundaries to keep self and others safe online ▲●●■
- Illustrate the differences between real peer, family, and intergenerational relationships and fictional depictions (e.g., anime, movies, books, video games) ▲●●
- Explore social emotional skills that support group work ▲●●■
- Recognize grief and loss as a process that supports healing and strategies to support well-becoming ▲●●

I Can Exemplar:

- Reflect on how the opinions of others influence sense of self
- Convey the importance of social and cultural groups (e.g., promoting sense of belonging, identity, well-being)
- Recognize why some young people join gangs while others do not and ways to prevent and reduce involvement
- Craft a digital footprint with the understanding that it is an opportunity to present what the world sees
- Relate interpersonal skills and social pressures at home, at school, in the community, and online (e.g., assertiveness, refusal skills)
- Practice strategies that limit digital technology risks and ways to seek help and emotional support if inappropriate messages or pictures are received (e.g., cyber bullying, unwanted communication, images)
- Apply behaviours that are important for working cooperatively and collaboratively with a partner and in groups
- Relate a range of emotions to changes in relationships (e.g., family structure changes, death, friends move away)



Students can meet their needs and aspirations.

Outcome:

- Distinguish ways in which eustress and distress affect personal health and well-being and strategies to support well-becoming ▲●●
- Communicate the origins of tobacco and the sacred uses of traditional tobacco versus commercial tobacco (e.g., vaping, e-cigarettes) ▲●●
- Describe depictions of spiritual well-being across cultures (e.g., meaning, purpose, grounding and connection to inner self and others) ▲●●
- Access tools and supports that enhance personal well-being (e.g., self-care, support services and trusted allies, counselling) ▲●●■
- Explain how to use nutrition fact tables and ingredients lists on food labels to make informed choices about healthy and safe foods ▲●
- Develop a budget that balances need, wants, and income ▲●●■

I Can Exemplar:

- Analyze personal stressors and techniques to support well-being (e.g., time management, setting priorities, homework management skills, balancing individual and group goals, considering costs and resources, consistent effort toward the goal)
- Realize situations where alcohol, tobacco, vaping or drug use, abuse, or misuse may be present and ways to protect one's self and others (e.g., buddy system, practicing refusal techniques, safe route home)
- Respect conscious choices and behaviours that affirm personal spirituality (e.g., cultural dress, vocabulary, practices)
- Find relevant apps to improve health and well-being (e.g., calendars to support movement activity, appointments, menstruation)
- Relate how and why food preferences differ in different contexts (e.g., at home, eating out, at school, snacking or sharing meals, breaking fast)
- Clarify needs and wants and how a budget can help achieve goals

Students can be active in and responsive to their surroundings.

Outcome:

- Explore people's rights to health and well-being in Canada (e.g., Canada's universal health plan) ▲●●●
- Explore what knowledge and skills are required to respond to future epidemics, pandemics or disease outbreaks ▲●●
- Identify action steps towards career achievement (e.g., volunteerism, chores, resume writing, budgeting/saving, entrepreneurship) ▲●●■
- Analyze the impact of volunteerism and benefits to community well-being ▲●●
- Advocate for environmental issues in the community that affect health and well-being (e.g., transportation, farming, food sovereignty, food insecurity, energy use) ▲●●●

I Can Exemplar:

- Compare human rights issues and special programs and movements designed to achieve equality (e.g., Truth and Reconciliation, Black Lives Matter, Women's Rights Movement, Pride events)
- Relate digital literacy to health promotion during widespread community infections (e.g., Covid-19 pandemic, flu season)
- Envision how personal skills, talents, interests and opportunities link with future career aspirations and goals
- Engage in volunteer opportunities that affect the environmental health and well-being of the school or community



Students can appreciate and respect their body through life.

Outcome:

- Investigate how the endocrine system regulates body changes associated with puberty ▲●
- Label the reproductive system for all sexes ▲●
- Examine the human reproductive process and sexual development ▲●
- Recognize the difference between sexually transmitted infections, sexually transmitted blood-borne infection and non-sexual infections, modes of transmission and protection methods ▲●
- Describe human reproduction from pre-conception, to fertilization, to birth ▲●

I Can Exemplar:

- Determine how the endocrine system controls bodily changes associated with puberty
- Analyze the effects of the endocrine system on health and well-being and how to respond positively
- Discern the physical, social and emotional changes that occur during puberty from myths and misinformation
- Identify good sources of information and support for puberty
- Access non-stigmatizing information on transmitted infections and different ways of transmission (e.g., sexual intercourse and non-sexual; substance use, tattooing and piercing, skin contact, sharing things like toothbrushes or razors) and ways to reduce the chance of getting or passing an infection
- Chart the fertilization and fetal development process

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Appreciate the characteristics of healthy dating relationships (e.g., equality, trust, respect, consent) ▲●●■
- Identify responsibilities and sources of support regarding sexual health for single and partnered sexual activity to support overall well-being ▲●●■
- Evaluate social and mainstream media influences on gender roles, relationships, habits, and behaviours ▲●●■
- Discern between respectful and pro-social peer pressure, and negative peer pressure ▲●●■
- Form coping strategies to resist negative peer pressure situations and promote positive ones ▲●●■
- Recognize the importance of support systems during puberty and growing independence, and how to maintain relationships (e.g., honesty, communication, boundaries, respect, follow through) ▲●●■

I Can Exemplar:

- Question cultural and gender stereotypes in advertising, mainstream media, and social media and how they shape and influence individual identity
- Obtain information and skills to make informed decisions and appreciate the range of beliefs and attitudes regarding sexual activity (e.g., personal boundaries, partnered or single sexual activity, abstinence)
- Explore ways stigma can be a barrier to dealing with sexually transmitted infections, sexually transmitted blood-borne infection
- Recognize steps for responding to messages about body standards and negative social pressures (e.g., help seeking, positive self-talk, social support systems)
- Apply conflict resolution strategies to help maintain interpersonal relationships with family, peers, and allies within the community



Students can meet their needs and aspirations.

Outcome:

- Recognize the effects and risks associated with substance use and misuse ▲●●
- Prepare strategies for dealing with the realities or pressures to use or misuse substances ▲●●■
- Gather strategies to support mental well-being wholistically during puberty ▲●●■
- Explore standards for health and well-being related to screen time and sedentary behaviour ▲●●■
- Connect how technology is positively and negatively linked with wholistic well-being ▲●●■
- Consider what skills are required to be digitally literate ▲●●■
- Relate the difference between a budget (e.g., to help save) and a plan (e.g., to reach a goal, ensure nutritional meals) and describe the benefits of each ▲●●■

I Can Exemplar:

- Differentiate among the harmful substances available in the community, the risks associated with use, and ways to prevent substance misuse (e.g., vaping, e-cigarettes, marijuana, illegal drugs, misuse of prescription medication)
- Describe ways to maintain positive mental well-being during puberty (e.g., spending time outside, socializing, adequate sleep, homework, physical movement)
- Evaluate online behaviours to foster balance, connection, inspiration, fun, and limit disruptions to well-being (e.g., time with family, spending time outside, socializing, adequate sleep, nutrition, school, work, physical movement)
- Implement safe behaviour online (e.g., privacy settings, strong passwords, safe browsing, play in moderation, diversify activities)
- Explore how to identify misinformation and disinformation and credibility of sites and check facts for validity and credibility
- Use decision-making and problem-solving processes to support online behaviours and financial decision making (e.g., in app purchases, tokens, online gambling)
- Develop a sample personal budget

Students can be active in and responsive to their surroundings.

Outcome:

- Acknowledge the ways that advancements in computer-generated graphics, photo editing, and video production have contributed to misinformation ●●■
- Consider individual interests, talents, and gifts that may influence education or career pathways ▲●●■
- Explore leadership skills and styles in a variety of different roles ▲●■
- Explore child rights in Canada (e.g., health, well-being, education, family life, play and recreation) and their characteristics (e.g., universal, inherent, inalienable, indivisible) and their impact on the self and peers ▲●/

I Can Exemplar:

- Scrutinize online information to discover misleading messages and images that may affect decisions and behaviour
- Create a personal portfolio showcasing personal interests, assets, and skills
- Plan a class or school enhancement activity with a group
- Describe child rights issues and challenges in Canada (e.g., residential school system, online violence, racism)



Students can appreciate and respect their body through life.

Outcome:

- Illustrate the digestive system, the steps of digestion, signs of illness, and ways to promote wellness ▲●
- Link behaviours and habits to care of and prevention of non-communicable diseases (e.g., type II diabetes, stroke, cancer, cardiovascular disease) ▲●
- Describe the role of hormones and circadian rhythms in helping cultivate good sleep and wake habits) ▲●■

I Can Exemplar:

- Name the parts of the digestive system and how they work together to supply the body with nutrients and energy
- Explore valid and reliable information on non-communicable diseases, causes, symptoms and how to prevent and treat them (e.g., tobacco, vaping and substance use, physical activity, diet)
- Identify the characteristics of a good night's sleep and good sleep habits

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Recognize how to prevent and respond to dating violence ▲●●■
- Examine how different relationships and sexuality are portrayed in the media and how this effects self-perception and behaviour (e.g., costume design, editing images, over sexualization of characters) ▲●●■
- Differentiate between conflict and violence in different relationships (e.g., friendships, dating, peers) ▲●●■
- Differentiate between equity and equality ▲●●■/
- Investigate ethnic, racial, gender, and ability bias, it's impact, and how to manifest change ▲●●■/

I Can Exemplar:

- Examine credible sources for information and support regarding healthy and unhealthy dating relationships
- Model empathy and respectful communication when disagreeing, compromising, negotiating, receiving and rejecting advances, or ending a relationship
- Identify protective factors and skills to support being true to self despite media or peer influences (e.g., setting personal boundaries, communication, seeking support, acceptance, respect)
- Compare portrayals and expressions of sexuality in media to personal beliefs, values, or expectations
- Determine that "fair" does not mean everyone getting the same treatment
- Create a causal map/real world webs exploring the history of race-, ethnicity-, religion-, ability- and, gender-based discrimination and steps individuals can take to alleviate them
- Explore the meaning of equity versus equality

Students can meet their needs and aspirations.

Outcome:

- Acquire basic first aid skills for minor sickness or injuries ▲●■
- Build basic mental health and well-being first aid and CPR skills ▲●■
- Propose ways to recognize persistent negative feelings or mental well-being struggles and ways to reach out for help for self and others (e.g., depression, anxiety, eating disorders, suicidal ideation) ▲●●■
- Connect how peer influences affect decisions related to substance use and misuse (e.g., vaping, e-cigarettes, marijuana, medication, illegal drugs, alcohol) ▲●●■
- Determine what a positive digital profile entails and actions necessary to maintain appropriate algorithms ▲●■
- Expand financial literacy skills to include credit and responsible consumption ▲●

I Can Exemplar:

- Practice responding to sickness or injuries and making decisions to access support when needed (e.g., CPR, 911)
- Articulate ways to promote health and well-being in different contexts and environments (e.g., time with peers or caring adults, respect, connection to the land, arts, sports)
- Use strategies to sustain well-being and nourish mental well-becoming for self and others (e.g., help seeking, attending ceremonies, support networks, journal keeping)
- Identify protective factors that support making informed decisions around substance use and how to access support when needed
- Promote a positive digital profile and ways to protect against consequences
- Explain what a credit card is and how it works, limits to borrowing, cost of using a credit card, and living within your means

Students can be active in and responsive to their surroundings.

Outcome:

- Explore the effectiveness of online games to promote health and well-being (e.g., Zombie Run, Pokémon Go, Just Dance, Ring Fit Adventure) ▲●■
- Illustrate daily actions that can help the [Global Goals](#) and influence well-being (e.g., [170 daily actions](#) to combatting gender inequality, access to health care, education, eradicating poverty, environmental sustainability) ▲●/
- Identify spaces within the community for public safety risks and ways to mitigate risk (e.g., parks, paths, malls) ▲●■
- Explore career paths that are based on personal interests and talents ▲●

I Can Exemplar:

- Pitch an interactive game to promote health and well-being
- Expand leadership style through organizing a variety of different activities
- Choose safer routes throughout the neighbourhood that increase confidence and may reduce risk of harm (e.g., the shortest route may not be the safest choice, consider time of day)
- Describe careers tailored to personal interests and talents and how this contributes to overall well-being

Students can appreciate and respect their body through life.

Outcome:

- Describe the sympathetic nervous system and how it affects stress responses and decision making (e.g., sweating, heart rate acceleration) ▲●■
- Determine the role of nutrition, hydration, sleep and physical activity choices on the nervous system ▲●●■
- Explore rationales for engaging in partnered sexual activity and safer practices for vaginal, oral, anal sex, and abstinence ▲●●
- Evaluate information on sexually transmitted infections and sexually transmitted blood borne infections for validity ▲●

I Can Exemplar:

- Describe how to care for the sympathetic nervous system
- Reflect on personal habits and behaviours that impact the sympathetic nervous system and suggest ways to enhance functioning
- Evaluate strategies for positive sexual health outcomes (e.g., condoms, latex barriers, delay sex, abstinence, other birth control methods)
- Investigate birth control methods and sexually transmitted infections and sexually transmitted blood borne infection protection methods for both partners
- Discern how myths and misinformation stigmatize sexually transmitted infections and sexually transmitted blood borne infections (e.g., chlamydia, gonorrhoea, HIV and AIDS, HPV, Monkeypox)

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Explore ways to talk about sex, sensation, sexual health, and well-being with others confidently (e.g., enjoyment, consent, receiving and rejecting advances, what they are responsible for related to others, contraception) ▲●●■
- Describe a positive and respectful approach to sexuality and sexual relationships (including the decision to not have sex) (e.g., the role of choice, desire, mutual enjoyment, connection, respect) ▲●●■
- Practice what consent looks and sounds like and the impact of alcohol and drugs on consent (e.g., obtaining, confirming, honouring) ▲●●■
- Convey implications and consequences of sexual assault and ways to prevent or reduce sexual assault ▲●
- Demonstrate understanding of the difference between conflict and violence, and strategies for handling relational conflict and seeking help (e.g., with family, friends, romantic partners) ▲●●■
- Evaluate the effectiveness of group work and generate strategies to improve working with a group toward common goals ▲●●■

I Can Exemplar:

- Discuss ways to communicate about partnered sexual activity and how to receive or reject advances
- Communicate assertively with a partner about consent, sexual limits, and the use of protection
- Explore scenarios around initiating conversations within circumstances of sexual activity with consenting partners and the social factors that may influence decisions (e.g., personal values, cultural beliefs, and self-esteem)
- Describe wholistic consequences of sexual assault on a victim and bystander and legal consequences for perpetrators
- Be mindful of unhealthy dating relationship dynamics and strategies to seek help to protect oneself or express anger and frustration in constructive ways
- Use conflict resolution skills in scenarios to practice methods of appreciating different perspectives
- Resolve problems peacefully to develop and sustain respectful relationships

Students can meet their needs and aspirations.

Outcome:

- Develop understanding of the difference between mental well-being and mental illness, stigmas, and well-becoming behaviours ▲●●■
- Gather aspects of mental health and well-being first aid and early warning signs of mental well-being concerns (e.g., suicide prevention, body image, hope, being kind to oneself) ▲●●■
- Identify helpful study habits to assist learning ▲●
- Develop investigative techniques to discern propaganda and misinformation from news ▲●
- Scrutinize advertising to discover bias and messages that may affect decisions ▲●●
- Connect work, money, and how to spend and save money in support of well-being ▲●
 - Explore how money grows through saving and investing and its contribution to lifelong well-being ▲●
 - Identify specific and transferable skills and work habits for careers in health and well-being ▲●

I Can Exemplar:

- Activate a personalized mental well-being and well-becoming plan as a resource for everyday life (e.g., outlining steps to maximize benefits of eating, movement, sleep, homework management, relationships, hobbies)
- Choose and control the digital footprint left behind for others to find (e.g., privacy settings, online behaviour, images, searches)
- Explore what being mentally well means individually and collectively and how physical, mental, emotional, and spiritual health are all closely interconnected
- Access relevant well-becoming supports when needed (e.g., homework clubs, counselling)
- Critically analyze information found on the internet (e.g., create culture jams that address misinformation or challenge biased mainstream media messages)
- Use decision-making steps associated with comparison shopping and choosing the best option. (e.g., phone plans, future education/training, transportation options)
- Distinguish between shared financial responsibilities as members of a family, shared living, team, or group
- Explore the skills and work habits that are required for future employment in health and well-being fields

Students can be active in and responsive to their surroundings.

Outcome:

- Describe responsible digital citizenship behaviours when taking part in online community life and ways to solve issues ▲●●■
- Refine personal goals and aspirations related to learning and career paths ▲●■
- Analyze the potential impact of volunteer work on career opportunities ▲●●
- Consider the Truth and Reconciliation Calls to Action in relation to their school and/or community ▲●●■/
- Recognize the legacy of residential schools and its effect on intergenerational and current well-being (e.g., loss of culture, language) ▲●●■/

I Can Exemplar:

- Enact online social skills to take part in online community life in an ethical and respectful way
- Identify skills and habits that would enhance employability
- Relate volunteer experiences to skills needed in various careers
- Create a personal plan that addresses the true spirit of Truth and Reconciliation (e.g., 6,500 steps (5km walk) in honour of the 6,500 unmarked graves)

Students can appreciate and respect their body through life.

Outcome:

- Map the anatomy of the brain and the central nervous system, and how it changes with maturation ▲●
- Describe how the brain and the central nervous system works to control human processes (e.g., translation of sensations into electric signals for the nervous system that are then given coherent meaning) ▲●
- Recognize how substances impact brain development ▲●
- Recognize the impact of a concussion on the brain and care of concussion symptoms ▲●●■
- Explore how genetics influence human growth and development ▲●●■

I Can Exemplar:

- Describe how brains change in adolescence and young adulthood (e.g., decisions making, problem solving, sleep)
- Explain how sensations and perception connect to influence experiences (e.g., touching a hot stove, colour vision, not feeling the weight of clothing)
- Recognize different cognitive functions, how they can be impeded, and steps to help care for the brain
- Discuss the effects of substance use on the developing brain
- Analyze risks to the brain to determine personal susceptibility to injury
- Appreciate genetic inheritance and diversity

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Assess how personal attributes and talents contribute to self-esteem and self-confidence ▲●●
- Analyze the effects of social influences and peer pressure on healthy relationships and self-esteem ▲●●
- Reflect on how relationships are affected by devices and the internet ▲●●■
- Identify emotional, social, and physical considerations to think about when making decisions about sexual activity (including abstinence) in a relationship that supports overall well-being ▲●●
- Express healthy digital limits and ways to address misuse or addiction (e.g., social media, use of technology, gaming, online shopping, gambling) ▲●●■
- Differentiate between personal wants, needs, and rights and those of others in relationships ▲●●■

I Can Exemplar:

- Map personal attributes and talents to life-style goals and aspirations (e.g., academic, athletic, musical, artistic, leadership)
- Analyze ways in which peer and social norms influence healthy decision making and sense of self (e.g., new hobbies, increasing empathy, emotional intelligence)
- Examine online behaviour as a source of well-being (e.g., connection to friends, self-expression, safe peer support activities)
- Examine wholistic strategies to self-regulate to manage problematic habits online and constructive ways to deal with others inappropriate or harmful behaviours online (e.g., inadequate sleep, disordered eating, self-harm, cyberbullying, scams)
- Describe ways that respectful relationships can be initiated, maintained, and ended
- Locate the role of well-being in life satisfaction
- Analyze how relationships are developed and enhanced through an awareness and balancing of the wants, needs, and rights of self and others



Students can meet their needs and aspirations.

Outcome:

- Practice first aid and CPR principles and skills including how to administer naloxone ▲●
- Examine the effectiveness of using a goal-setting process for achieving personal goals and aspirations ▲●●■
- Explore how to clean up a digital footprint and protect your digital identity (e.g., browsing history, posts, deactivate old accounts) ▲●■
- Analyze fertility, infertility, birth control and pregnancy options and rights (e.g., teen pregnancy centers) ▲●
- Compare individual perceptions of risk and how they are influenced by a variety of factors ▲●●■

I Can Exemplar:

- Expand first aid or CPR skills to help others in emergency situations
- Summarize common safety risks and injury prevention strategies
- Practice different leadership skills in emergency situations
- Apply goal-setting strategies as part of designing life plans
- Apply risk-analysis planning with different categories of hazards (e.g., physical, safety, psychosocial)



Students can be active in and responsive to their surroundings.

Outcome:

- Explore the role of technology in health and well-being (e.g., alternative intelligence, robotics, smart phones, apps, virtual reality, algorithms) ▲●
- Identify different forces in society that may shape attitudes and behaviours towards sexual behaviour and reproduction (media, environment, education, culture) ▲●●
- Use help-seeking behaviours for mental health care and the barriers to care (e.g., structural, individual, or stigma-based) ▲●●■
- Explore individuals, families, groups, and community well-being around the world ▲●/
- Connect food sovereignty to Métis, Inuit, and First Nations culture and well-becoming ▲●●■/

I Can Exemplar:

- Envision new ways to meet human health and well-being needs using technology (e.g. in vitro fertilization)
- Identify attitudes and behaviours related to sexual and reproductive rights
- Research health and well-being support services for mental wellness and mental health
- Locate online and in-person healing, resiliency and recovery resources and support systems for adverse experiences (e.g., bankruptcy, natural disasters)
- Present entrepreneurial responses to promote health and well-being and make a difference around the world (e.g., [Global Goals](#), [World's Largest Lesson](#))
- Explore boundaries to Métis, Inuit, and First Nations food sovereignty (e.g., costs, environmental change, colonial laws)

Students can appreciate and respect their body through life.

Outcome:

- Examine how the body and movement activities are interconnected to mental, spiritual, and emotional well-being ▲●♥
- Explore various mental and physical health signs and symptoms, the possible causes, and make decisions regarding care needed ▲●♥■

I Can Exemplar:

- Design a movement activity plan that supports the development of both the muscular and skeletal systems
- Establish personal movement choices for health and mental well-being
- Evaluate the preventative and therapeutic benefits of movement activities across the lifespan
- Outline a situation involving a mental health or physical issue and pair it with an ideal action to promote health and well-being

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Examine media influences on self-perception and behaviour ▲●♥
- Examine the relational factors that influence decisions regarding substance use (e.g., peer pressure, coercing) ▲●♥
- Make choices to support interpersonal relationships and cope with common challenges that might arise in dating relationships (e.g., identifying triggers, use strategies to solve the issue, take responsibility, attuning to others' feelings and emotions) ▲●♥
- Take action towards personal goals, applying personal strengths, focus and perseverance to support well-being and feeling happy and proud (e.g., physical goal, social [community] impact, spiritual nourishment) ▲●♥■

I Can Exemplar:

- Scrutinize media sources for ways in which the depictions create unrealistic standards and how those standards affect behaviour
- Explore responsibility to self and others in difficult situations that call for focused decision making and action (e.g., connecting action to consequence, personal awareness, responsibility, goal setting, perseverance, advocating)
- Determine the warning signs of substance abuse or addiction and the impact on the self, relationships, school, work and ways to regain well-being (e.g., relational conflict, drop in marks, sleep disturbance, absenteeism, anxiety, mood swings, aggression)
- Apply conflict resolution skills to maintain relationships that bring resolution and satisfaction and contribute to well-being (e.g., confront problems, listen, respect, seek and respect consent, be assertive, negotiate, compromise, apologize, right the wrong)
- Connect actions with both positive and negative outcomes, monitor progress and adjust to achieve the intended goal



Students can meet their needs and aspirations.

Outcome:

- Examine the relationship between movement experiences and mental well-being (e.g., sports, dance, walking, exercise) ▲●●■
- Explore the wholistic effects of nutritional plans including supplements and nutritional products ▲●
- Describe the stages of involvement in substance use, misuse or abuse (e.g., smoking, vaping, e-cigarettes, alcohol, marijuana, legal and illegal drugs) ▲●

I Can Exemplar:

- Consider choices about lifestyles and life plans (e.g., geographical location, income, relationship status, accessibility)
- Scrutinize how nutritional trends affect well-being
- Explore how substance abuse problems start, the warning signs and symptoms of substance use and addiction, and how to get support for self or others
- Explore the legal implications of problematic substance use (e.g., impaired driving, drug trafficking or possession convictions, penalties)



Students can be active in and responsive to their surroundings.

Outcome:

- Describe non-medical factors that influence health outcomes (e.g., education, security, work-life balance, employment, income, food and housing security, equality) ▲●
- Reflect on different experiences of power, privilege, and oppression in society in intersecting ways and actions to address (e.g., gender, race, class) ▲●/
- Explore the differences between individualist and collectivist views of health and well-being ▲●■/
- Determine the interconnection between well-being and technology ▲●●/

I Can Exemplar:

- Investigate the impact of social determinants on health and well-being
- Explore how power, privilege, and oppression can be experienced in intersecting ways and the role of self-awareness and allyship for change (e.g., power flower exercise)
- Critique the concept of community care against self-care models and identify ways to support others (e.g., self-sufficiency, ableism, stigmas around receiving help, caring for others)
- Predict what changes in technology (AI and robotics) will mean to health practices in the future (e.g., nutrition, lifestyles, sleep)
- Be mindful of screen time limits and steps to support work-school-life balance for mental well-being (e.g., over use of technology)

Students can appreciate and respect their body through life.

Outcome:

- Investigate how and why life expectancy has changed throughout history, and make projections for the future (e.g., geography, gender, medical advances, rise in noncommunicable diseases, CRISPR, access to care) ▲●
- Appreciate the personal and social responsibility to care for physical, mental, and social well-being across the lifespan ▲●●■

I Can Exemplar:

- Explain the difference between quality of life and longevity
- Recognize the role that medicine, nutrition, lifestyle, gender, and chronic disability have on life expectancy and health status
- Personalize lifestyle goals and choices across the lifespan and that promote achievement

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Connect the rights, benefits, and obligations of different types of relationships (e.g., single, cohabiting, married, common law, 2SLGBTQ+) and the importance of inclusion and acceptance of choices ▲●●■/
- Explore the concepts of power and privilege and how they intersect with personal identity and relationships ▲●●■
- Critique how different types of media play a role in reinforcing and challenging social structures ▲●

I Can Exemplar:

- Examine the many roles that individuals will assume in their lifetime with parenthood being a very important option of these roles that requires preparation and new skill sets
- Explore the rights, benefits, and obligations of diverse relationships (e.g., cohabiting, married, common law)
- Reflect on the various dimensions of identity and potential sites of privilege or barriers that are associated with these dimensions, within the context of Canadian society (e.g., paper basket exercise)
- Activate the concepts of equity, diversity, and inclusion and personal responsibilities within one's relationships



Students can meet their needs and aspirations.

Outcome:

- Respect factors that maintain personal biological functions, balance, and overall health and well-being ▲●●
- Apply an understanding of food groups, and micro- and macro-nutrients to personal eating patterns and habits to support wholistic well-being ▲●●■
- Enact the personal and social responsibility to take care of well-being and well-becoming across the lifespan ▲●●■
- Transfer health and safety procedures into new environments (e.g., living alone, living communally) ▲●●■
- Name and describe challenges affecting mental well-being over the lifespan and ways to build resilience ▲●●■
- Pitch start-up ideas that impact well-being (e.g., health and well-being products, social entrepreneurship) ▲●●■

I Can Exemplar:

- Plan eating strategies that maintain personal health and well-being (e.g., using nutrition information, working within a budget, and understanding that some nutrients depend on others to work effectively)
- Design eating plans for self and others at different life stages and with different financial resources (e.g., pregnancy, childhood, living alone)
- Observe kitchen and food safety precautions during cooking and food storage processes
- Apply strategies that build resilience and support personal health and well-being in the short and long term
- Develop a plan for an enterprising wellness initiative in the school or community



Students can be active in and responsive to their surroundings.

Outcome:

- Differentiate between scientific and pseudoscientific information and their link to well-being ▲●●■
- Access information about current jobs/careers in the health and well-being fields ▲●
- Analyze social justice challenges facing the world today, and identify strategies and programs promoting health and well-being equitably (e.g., Missing and Murdered Indigenous Women and Children, elder care) ▲●●■/
- Recognize the implications of climate change on food availability and its impact on community health and well-being (e.g., heat, severe weather, and droughts, lengthening of growing degree days, prices) ▲●/


I Can Exemplar:

- Explore the link between well-being and the ability to distinguish between false information and true health information (e.g., mass purchasing of toilet paper during the Covid-19 pandemic)
- Craft an application to a career opening (e.g., cover letter, resumé, application)
- Examine whether everyone in the community has equitable access to essential needs
- Investigate the pace of change on issues of social injustice or climate change and its effect on well-being (e.g., plastic packaging, alternative energies, food waste, Missing and Murdered Indigenous Women)
- Design possible opportunities to raise awareness or address social or climate issues in the school or community



– CHAPTER 3 –

PHYSICAL EDUCATION

A young girl with dark hair in a braid is smiling broadly, showing her teeth. She is wearing a white t-shirt and holding an orange basketball. The background is blurred, showing other people in a gymnasium setting.

“Physical and health education has the potential to become one of the cornerstones of the education of tomorrow that contributes to the holistic development of students, fostering the development of crucial competencies and the physical and mental health of students” (Wiklander et al., 2023)



WHY IS PHYSICAL EDUCATION ESSENTIAL?

Physical education is an essential part of a K–12/CEGEP curriculum and promotes and empowers the whole child to access, analyze, plan, value, and make decisions for engagement in movement opportunities as well as health-enhancing behaviours for life (Charity & Sims, 2020).

Moreover, physical education expands the well-being of students themselves, their interactions with other people and with society through learning and through various movement contexts. When delivered with intent and purpose, physical education can provide students with a quality, culturally affirmative, reflective, durable, wholistic, and full-some education. The result can be transformative—where thought, motion, and emotion are intricately intertwined, and motivation to choose a lifestyle that includes movement across their lifespan is formed. Students are empowered to move, think, feel, and act for physical, mental, emotional, personal, and social well-being. Moreover, through quality physical education, students gain an understanding that movement is integral to human expression and living well. They learn to understand, appreciate, and move their bodies to relate positively to others, and to demonstrate constructive attitudes and values. In physical education, the focus is “not just how to move properly, but to be more thoughtful and efficient with your movements to help prevent

injuries as well as be more effective” (Duncan Grade 12). This learning takes place as they engage in play, games, sport, skill-related fitness, recreation, adventure, and expressive movement in diverse physical and social environments. Physical education promotes and supports the development of a multitude of 21st century skills that go beyond physical competence. The way physical education is approached has the potential to develop critical thinking and action, and enables students to understand the role and significance of movement for individuals and society. “Physical education classes provide a very necessary and captivating opportunity to learn life skills through movement” (Duncan, Grade 12). “A focus on how to move, how to express yourself through movement and to be more respectful in movement directly links to how relationships and emotions are dealt with in the classroom and outside in the world” (Zoie, Grade 9).

Physical education is more than the ability of students to move how they want in many different situations. The outcome of quality physical education is a physically literate young person, who has the skills, confidence, and understanding to continue participation in movement activities throughout their life-course (Whitehead, 2015).

Physical education extends to valuing, finding purpose in movement, and being able to safely and sustainably participate in, and access, movement opportunities across the life span. The foundation and purpose of physical education included in this manuscript highlights a shift from sports-based physical activity to movement experiences more broadly. In this way, physical education can be meaningful to the full spectrum of students it serves.

Additionally, evidence shows that “non-competitive outdoor activities are the preferred physical activity for most Canadians” (Outdoor Council of Canada). The Canadian PHE Competencies is also inclusive of risky play activities that are part of active and unstructured play—running, climbing, or balancing—help student build physical literacy. Teaching fundamental movement skills that develop locomotor, non-locomotor, and manipulative skills is still essential. Movement, however, is not just a biomechanical execution, but a life-enhancing contribution to living well. Physical education not only instructs students on how to move as an individual, and practice how to move with others, but also aims to help students to re-evaluate their relationship to movement and its impact on quality of life. This process actively engages students in cognitive reflection of why they move in the manner they do, their personal motivations and values towards movement, and how it impacts their lives and relationships. The aim of a physical education curriculum should be to empower students to feel confident in their movements, self-motivated to participate, increase their ability to critically reflect on how and why they are moving, and to be able to find movement and behaviours that enhance their ability to live well.

“From a critical point of view, several papers reaffirm

that health-related [physical education] continues to be characterized by a narrow biomedical understanding of health and fitness-related ideologies and call for new holistic and conscious approaches to health” (Wiklander et al., 2023). Within quality physical education each person is a unique individual, and to be sure, competence is equally accessible and relevant to every student. The benefits of physical education include the four intertwined domains of physical literacy: physical (movement competence), cognitive (knowledge and understanding), affective (motivation and confidence), and behavioural (maintenance across the life-course). These four domains overlap and interact with each other critically and essentially. Physical literacy is not a final state; it is a journey that lasts a lifetime. That aspect allows for change, flexibility, and growth—and speaks to the important relationship between physical literacy and physical education. Creating the connection between physical movement opportunities and well-being is critical. Liam (Grade 12) shared that “learning how to bring the brain, the emotions and the body together and into action, as a way to support overall well-being is essential”.

Although much of the early research on physical literacy has been focused on fundamental movement skills and assessment, a shift has occurred to engage more deeply with a variety of experiences and movement expressions. More importantly, Indigenous perspectives of wisdom sharing (embedding history and stories into physical education), being mindful of diverse experiences, using humour and humility, recognizing that culture and spirituality are intertwined with their understandings and experiences of physical literacy, and movement in general is an encouraging and necessary push to our physical education practice (Nesdoly et al., 2021).

WHAT THE RESEARCH SAYS

Individuals engaging in high quality and effective physical education are more likely to:

retain academic success in other areas

Sallis et al., 1999; Trudeau and Shephard, 2008

attain a higher level of physical activity after secondary school

Mears, 2008

be better prepared to learn and grow. Physical education programs must provide students with the knowledge and skills needed to participate in a lifetime of physical activity and healthy habits

Charity and Sims, 2020

Parfitt et al., 2009

have decreased anxiety levels and increased self-worth

Lannotti et al., 2009


have a stronger self-image, increased quality of peer and family relationships, and increased quality of life

McLennan and Garcia, 2021

be empowered to think critically and equipped to communicate effectively

McLennan and Garcia, 2021

experience a boost in intellectual, individual and emotional capital. This translates to an acceleration of socio-emotional skills acquisition that grow the confidence of students



WHAT PHYSICAL EDUCATION CAN BE

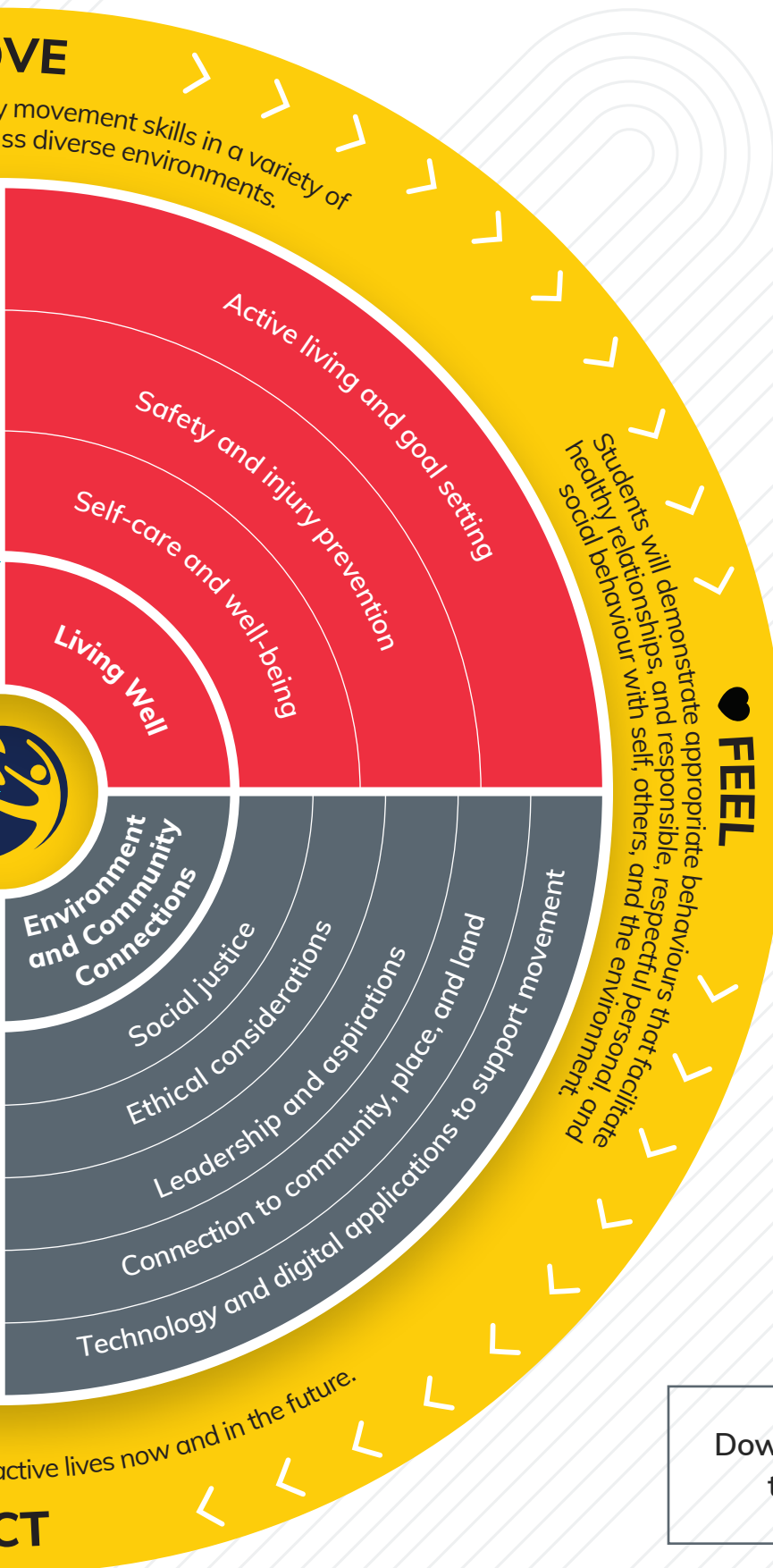
Physical education equips students with the knowledge, skills, and attitudes to be healthy and active for life. Physical education, when delivered with intention and purpose, provides students with a wholistic and fulsome education, inclusive of all the dimensions of health.

The Canadian PHE Competencies define physical education as a course of study that aims to increase:

- balance, respect, interconnection, and harmony with self, others, and their world;
- critical thinking and ethical awareness;
- lifelong participation in movement opportunities;
- physical literacy;
- positive self-perception and self-esteem;
- joy in movement, engagement, and the urge to explore;
- respectful relationships and communication skills;
- responsibility and leadership; and
- wholistic understanding of how to promote overall health and well-being.

Physical Education Competencies






How to use this wheel

The layout, as presented, mirrors a children’s spinner toy. The outer ring rotates, giving multiple ways of approaching the big ideas and learning themes. In this way, learning within physical education and health and wellness education is inclusive and attuned to a continuum of young peoples’ interests, and offers multiple and meaningful opportunities to be healthy, safe, challenged, confident, supported, engaged, and ready to live well.

Download your copy of this wheel here:



Students can lead an active way of life.

Outcome:

- Explore a variety of locomotor and stability/balance and manipulative movement skills (e.g., run, jump, catch, kick) ★♥
- Describe how their body responds to movement (e.g., emotionally, physically, spatially) through low organized games and modified activities ★●
- Express movements to music using different directions, timing, and speeds (e.g., Indigenous drumming, steel pan music) ★●●/
- Show body control and spatial awareness through movement tasks that involve agility, balance, and coordination (e.g., area, directions, levels, pathways) ★●●

I Can Exemplar:

- Experience movements that involve agility, balance, and coordination in various environments, spaces, conditions, (e.g., indoor, land/water/snow based) and with different equipment (e.g., large objects, small objects, handheld, striking, catching)
- Respond to Indigenous drumming, song, and music incorporating different directions and speeds (e.g., high, low, zig zag, slow motion, sprinting, hopping)
- Explore movement experiences that occur indoors, outdoors, and in different facilities and spaces
- Hone agility, balance, and coordination skills through simple game and activities (e.g., [Human Bop It](#), [Mush Rush](#))
- Express rhythmic movements coordinating different body parts independently and with others
- Explore alternatives skills to solve movement challenges

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Gain awareness of the relationship between the body and how it moves ★●
- Take in enjoyable movement opportunities ★●●
- Explore relationships in movement (e.g., with objects, people, the environment, and self) ★●●
- Interact with others positively as they participate in simple games and physical activities ★●●■

I Can Exemplar:

- Build body awareness through movement experiences
- Show which body parts are used to move (e.g., feet, knees, arms)
- Create whole body movements (e.g., create letter, shape or animal yoga, inventing movements based on words ["turtle"] or music)
- Describe enjoyable movement experiences for themselves and others



KINDERGARTEN

Students can meet their needs and aspirations.

Outcome:

- Recognize that the body needs rest, movement, nutrition, and hydration to get energy for movement experiences ●●■
- Apply rules and instructions to engage respectfully and safely in physical activities with self, others, and equipment ●●■
- Experience how to engage the mind during movement experiences ★●●

I Can Exemplar:

- Name ways to gain and sustain energy for movement
- Describe how to engage in a movement experience and use equipment safely
- Explore grounding poses, focus, balance, and coordination (e.g., slow races, animal walk)



Students can be active in and responsive to their surroundings.

Outcome:

- Recognize that movement serves a variety of purposes and functions in daily life and in the community ★●●■
- Engage in movement experiences from cultures and traditions from across Canada and the world ★●●■/
- Explain the relationship to the land by considering the weather, sounds, and terrain as they move outdoors ★●●
- Explore the connection between the body and the environment ★●●■/

I Can Exemplar:

- Share ideas about how people move in the outdoors and for what purposes
- Take in nature through outdoor pursuits or stories (e.g., with Indigenous Elders, local leaders)

Students can lead an active way of life.

Outcome:

- Build a variety of locomotor, stability, balance, and manipulative movement skills that can be used in low organized games and individual or paired activities in a range of environments (leap, dodge, overhand throw, strike, twist) ★
- Explore different movement sequences using different timing, conditions, and relationships (e.g., rhythmic routines, obstacle course) ★●
- Incorporate elements of effort, body, space, time, energy, objects, and people ★●
- Participate in a variety of Métis, Inuit, and First Nations games that promote movement, acquisition, and cultural awareness (e.g., Screaming Eagle, finger pull, hopping games) ★●♥
- Practice movements that require aim and accuracy (e.g., make the stick jump (Blackfoot), Double Ball/Nobbies (Cree, Blackfoot, Inuit, Assiniboine, and Skowkale) ★●

I Can Exemplar:

- Participate in daily movement experiences at various intensity levels
- Compare playing the same game in the gymnasium and then on snow
- Participate in cooperative, small-sided movement activity (e.g., jiggling, mirror mirror, follow the leader, simon says, parachute activities)
- Devise a series of dance/gymnastic movements that incorporate different objects (e.g., hoops, bean bags, noodles, balls, ribbons)
- Practice slow and controlled aim with different types and sizes of equipment (e.g., throwing, kicking rolling, targets with different sized balls, balloons, noodles)

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Interact with others fairly (e.g., taking turns, sharing equipment, applying rules and instructions, honesty in games) ★●♥
- Collaborate with others to solve movement challenges (e.g., work with a partner to keep a balloon off the ground) ★●♥
- Participate in low-organized games from around the world (e.g., farmer farmer, ampe) ★●♥

I Can Exemplar:

- Illustrate how to respectfully engage in movement experiences with self and others
- Communicate with others to solve movements challenges (e.g., use affirming words to suggest directions – in front of, behind, up)
- Build body and space awareness as it relates to movement with self and others
- Explore movement experiences that are enjoyable to themselves and those that are enjoyable to others



Students can meet their needs and aspirations.

Outcome:

- Respond when your body needs foods and drinks to get energy for movement experiences ●●■
- Consider how movement experiences and physical activity contribute to personal health and well-being ★●●

I Can Exemplar:

- Choose an appropriate snack or drink to support physical activity (e.g., water, whole fruits, vegetables, proteins)
- Express how the body reacts to movement (e.g., feeling joy, excitement, sweating, thirsty, faster breathing, heart beating)



Students can be active in and responsive to their surroundings.

Outcome:

- Build appreciation for the culturally unique aspects of physical movement ★●●/
- Explore how the outdoors and nature shape daily movement experiences (e.g., seasons, weather, access to forests, water, countryside, urban spaces, mountains, parks, local green area) ★●●/
- Demonstrate a respectful relationship with the environment ●●■/

I Can Exemplar:

- Participate in movement experiences from cultures and traditions from across Canada and the world (e.g., cricket, snow snake, one-foot-high kick, cheetahs and cheetals)
- Engage in outdoor movement experiences that combine movement and environmental stewardship (e.g., plant identification, nature scavenger hunt, access the wisdom of local Métis, Inuit, and First Nation communities)

Students can lead an active way of life.

Outcome:

- Gather a variety of locomotor and manipulative movement skills through low-organized movement experiences in different environments (e.g., throwing, catching, changing directions using indoor and outdoor settings) ★●
- Progress awareness of the non-locomotor movement skills associated with body, space, time, effort with various objects, people, and in different settings ★●●
- Apply agility, balance, and coordination principles in small-sided, modified, or cooperative movement experiences ★●●
- Explore how the movement of different body parts and movement with others becomes coordinated ★●

I Can Exemplar:

- Participate in individual and cooperative movement experiences using different equipment
- Link movement concepts and contexts to the effects in various movement experiences (e.g., considering the type of throw required to hit a target and why)
- Describe how the body feels moving to music (e.g., Métis, Inuit, and First Nations drumming, Cape Breton fiddling)
- Explore games from around the world to build agility, speed and control (e.g., Sepak Takraw, Oonch Neech ka Papada)

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Express movement preferences through participation in different exploratory movement experiences ★●●
- Express feeling and emotions when participating in simple games respectfully, empathically and safely (e.g., excitement, jealousy, frustration) ★●●■
- Reinforce respectful relationships with self and others during movement opportunities (e.g., Mi'kmaq friendship dance) ★●●■/

I Can Exemplar:

- Describe the parts of movement experiences that are enjoyable and why
- Interact respectfully in group settings by taking turns and following directions
- Communicate with cues and words during movement
- Identify how movement preferences are influenced by a variety of intersecting interests, ability, and personal opportunities



Students can meet their needs and aspirations.

Outcome:

- Identify personal factors that provide the body with energy for movement experiences ●●
- Connect the factors that make participation in movement experiences safe ●●■
- Explore personally relevant movement experiences that engage the mind and body ★●●/

I Can Exemplar:

- Share how to give the body energy in relation to food, drink, sleep, and resiliency
- Contribute to simple guidelines and practices that promote physically and socially healthy spaces and environments (e.g., boundaries, rules, honesty)
- Choose to participate in a movement experiences that supports overall well-being (e.g., hiking, playing, Qigong, Powwow)



Students can be active in and responsive to their surroundings.

Outcome:

- Recognize how movement opportunities reflect customs and values ★●●/
- Appreciate the outdoor environment through outdoor movement experiences ★●●
- Explore how Métis, Inuit, and First Nations communities engage with nature and wildlife respectfully during outdoor movement opportunities ★●●■/

I Can Exemplar:

- Identify the cultural significance of movement opportunities and physical activities (e.g., Indigenous hoop dance, Chinese dragon lantern dance, Bangladesh lathi khela, Dakota Tatanka Tatanka)
- Engage in personally meaningful outdoor movement experiences at school, at home, or in the community

Students can lead an active way of life.

Outcome:

- Expand locomotor, non-locomotor, and manipulative movement skills to include more variations and environments with and without equipment (e.g., overhand, underhand, sidearm, one hand, two hands variations of throwing a ball) ★●
- Apply principles of balance, speed, power, centre of gravity, force generation, and force absorption in a variety of activities (e.g., use balance points to demonstrate most stable bases of support, kick with light, medium, and hard force to see what distance the ball travels at each force level) ★●
- Demonstrate how force can be increased when performing a striking movement ★●
- Refine strategies and tactics in complex movement experiences ★●
- Build movement patterns following various rhythms (e.g., bounce, pass, and catch a ball to the rhythm of music, rhythmic dance, gymnastics) ★●●

I Can Exemplar:

- Expand daily movement to include new experiences at various intensity levels
- Develop problem-solving skills in relation to movement concepts and contexts
- Combine elements of body, space, time, energy, and relationships in various contexts

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Demonstrate feelings through a pattern of individual, paired and cooperative movements ★●●■
- Participate in cooperative problem-solving activities to solve challenges in different movement experiences ★●●■
- Explore challenges in activities that involve new or recently attained skills ★●●■
- Accept and give constructive [helpful] criticism and encourage others ★●●■
- Gain awareness of emotions while participating in simple games and movement experiences ★●●

I Can Exemplar:

- Reveal how individual movement and team experiences provide opportunity for joy, challenge, self-expression, and social interaction
- Coordinate movement with a partner, helping each other as needed
- Consider how cooperative and competitive movement opportunities relate to the behaviour of self and others
- Determine how challenges in movement experiences can lead to success
- Compare how and why people with different feelings, beliefs, and identities move and make movement choices
- Investigate how movement opportunities and emotions are interconnected and how this affects play and others around them



Students can meet their needs and aspirations.

Outcome:

- Observe how parts of the body respond to moderate and vigorous movement experiences in a variety of environments ★●♥
- Report on movement experiences conducted outside class that provide opportunities to demonstrate a healthy lifestyle ★●♥■
- Distinguish movements and practices that promote safety of self and others ★●♥■
- Personalize movement experiences for enjoyment ★●♥■

I Can Exemplar:

- Describe how breathing changes when participating in vigorous activity
- Set a personal goal to reduce sedentary time for self or with others
- Invent a new movement opportunity and rule(s) that would be necessary to promote safety
- Encourage peers in new opportunities (e.g., give verbal and non-verbal assistance to motivate or support others)

Students can be active in and responsive to their surroundings.

Outcome:

- Identify how various community members move on the land, surrounding facilities, and spaces from past to present ★●♥/
- Respect guidelines and practices to ensure spaces and environments are safe ★●♥/
- Connect how Métis, Inuit, and First Nations beliefs direct and guide relationships between self and the land and environment through the lens of movement ★●♥/

I Can Exemplar:

- Share how movement is used for different purposes in a variety of cultures and contexts (e.g., traditional Mi'kmaq birch bark canoes for travel and hunting)
- Compare various snowshoe designs from Indigenous cultures highlighting their different qualities and features
- Apply guidelines and teachings for moving in the outdoors to protect the natural environment (e.g., leave no trace, encountering animals, breaking/moving trees, rocks)



Students can lead an active way of life.

Outcome:

- Refine combined locomotor, non-locomotor, and manipulative movement skills in a range of environments (e.g., overhand throw, forehand strike, team sports) ★●
- Apply movement strategies and concepts in a variety of games and movement experiences (e.g., strategies to score runs in striking and fielding games) ★●
- Combine movements into sequences (e.g., triple jump, layup, lacrosse) ★●
- Apply innovative and creative thinking to solve movement challenges (e.g., adapting speed, power, centre of gravity, force generation, and force absorption) ★●
- Demonstrate self-expression through elements of dance and rhythmic movement ★●●
- Develop an understanding of physical literacy ★●●■
- Apply the concept of practice to develop skills ★●■

I Can Exemplar:

- Participate in daily movement experiences combining new and familiar activities at various intensity levels
- Explore different body positions and the interconnection of body parts for refining movement skills (e.g., body positions to improve the overhand throw, the use of the arms as well as the legs in the running long jump)
- Demonstrate movement concepts that combine elements of effort, space, time, objects, and people (e.g., changing speeds, direction, and movement pathways in a rhythmic sequence)
- Appreciate games and movement opportunities that build physical literacy (e.g., Métis, Inuit, and First Nations games)
- Transfer strategies across different movement experiences
- Explore different outdoor pursuits and how they contribute to physical literacy (e.g., ice skating, cycling, equestrian)

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Differentiate movement experiences that provide personal meaning and enjoyment ★●●
- Respect how the feelings, beliefs, and identities of others influence the expression and meaning of movement experiences ●●■
- Interact with others positively (e.g., apply rules fairly, be inclusive, play cooperatively, work as a team) ★●●■

I Can Exemplar:

- Recognize how motivation, persistence, and practice can contribute to improvement in a variety of movement opportunities
- Practice communication skills to share feelings and interact positively with others in a variety of movement experiences



Students can meet their needs and aspirations.

Outcome:

- Assess why moving at various intensity levels is important for the body ★●
- Appreciate how personally relevant movement opportunities contribute to a balanced lifestyle ★●♥■
- Choose appropriate equipment and tools for safe movement experiences using information about the space, context, and activity ●■

I Can Exemplar:

- Use movement to improve cardiovascular endurance
- Plan how to increase time being physically active at home, school, and in the community (e.g., goal setting, time management)
- Implement safe choices during movement experiences
- Express how movement feels wholistically



Students can be active in and responsive to their surroundings.

Outcome:

- Determine movement opportunities that reduce impact on the environment ★●♥■
- Contrast movement opportunities from a variety of past and present cultures and contexts ★●♥■/

I Can Exemplar:

- Map active travel routes around home, school, and in the community
- Explain how people move on the land/water, in different seasons, in the past and today

Students can lead an active way of life.

Outcome:

- Demonstrate combinations of successive locomotor, non-locomotor, and manipulative skills for specific sports and rhythmic movement experiences (e.g., running, leaping, dribbling, passing, catching) ★●
- Integrate strategies and tactics for improving performance in a variety of movement experiences (e.g., moving the opponent in net and wall games) ★●
- Recognize the adaptations possible to ensure participation and inclusion of different physical abilities in movement experiences ★●
- Explore the positive effects on overall well-being of gentle movement experiences including effects on muscle strength, flexibility, balance, mood (e.g., Yoga, Tai Chi, seated stretches) ★●●
- Gather strategies for providing corrective feedback to self and others ●●

I Can Exemplar:

- Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects with the skills necessary to participate in movement experiences
- Practice slow and flowing movements alongside breathing techniques
- Describe appropriate behaviours when moving with others with differing abilities (e.g., different age groups, peers with disabilities, new players)
- Self assess movement skills and provide positive feedback to help improve

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Recognize the emotional effects of participation in movement experiences ★●●
- Balance independence and the ability to move cooperatively in groups ★●●
- Recognize a range of inclusive social behaviours that nurture equitable interpersonal relationships in movement environments ★●●

I Can Exemplar:

- Compare confidence, motivation, and enjoyment of various movement experiences and how they affect participation
- Express a healthy attitude towards risk-taking in daily movement experiences
- Appreciate the feelings, beliefs, and identities of self and others through verbal and nonverbal behaviour



Students can meet their needs and aspirations.

Outcome:

- Relate how movement experiences that are meaningful and enjoyable support energy levels and mood ★●●
- Adapt familiar safety strategies and procedures in new movement experiences ★●●
- Explore physical well-being and skill-related fitness concepts and principles that are personally relevant ★●●

I Can Exemplar:

- Include regular opportunities for enjoyable movement experiences to support well-being
- Transfer safety knowledge and procedures to a new movement opportunity (e.g., transferring equipment and rules of the road (cycling) to another activity (skateboarding))
- Create a basic plan including steps and equipment required to support a personal movement goal(s)
- Explore elements of a well-balanced movement program



Students can be active in and responsive to their surroundings.

Outcome:

- Explore how movement and sport participation is influenced by many social factors, such as age, gender, (dis)ability, and ethnicity and social and cultural groups ★●●
- Investigate cultural understanding, anti-racism and equality within sports ★●●
- Explore how role models have a positive and/or negative influence on physical activity participation ★●●
- Connect how digital resources affect and can enhance movement and physical activity participation ●●

I Can Exemplar:

- Explore movement and sport participation from an intersectional lens (e.g., Tom Longboat, Jackie Robinson, Natalie Chioma Achonwa, Waneek Horn-Miller)
- Source a variety of digital tools that can be utilized to enhance movement experiences (e.g., apps, websites)

Students can lead an active way of life.

Outcome:

- Explore specialized movement skills related to a variety of activities and environments (e.g., shot put, hurdle, bicycle obstacle course, climbing, equestrian, swimming, fishing, team sports) ★●
- Link how practicing movement skills benefits overall well-being (e.g., strength, posture, sleep, enjoyment and confidence, sense of achievement through conducting movements as planned) ★●
- Apply movement concepts and principles in a variety of games and activities (e.g., using varied trajectories, guarding) ★●■
- Connect movement and self-expression through variety of rhythmic movement or dance styles and genres ★●●

I Can Exemplar:

- Demonstrate ongoing involvement in both new and familiar movement experiences at various intensity levels
- Choose movement concepts like effort, space, time, objects, and people to impact movement proficiency
- Employ constructive feedback for self in a variety of strategies and tactics

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Identify the pressures that can influence interactions with others in movement environments (e.g., social media, peer pressure, stereotypes, gender norms) ★●●
- Recognize contributions of different cultures in the development of sports/activities popular today ★●●
- Grow interpersonal skills while assuming various roles and responsibilities during team activities ★●●
- Act in support of themselves and others ★●●■
- Examine how traditional games and equipment have changed over time (e.g., lacrosse, tumbang preso, canoeing, snowshoeing) ★●●✓
- Participate in cooperative activities as a leader and a follower ★●●■

I Can Exemplar:

- Examine factors influencing motivation in movement opportunities (e.g., perceived competence, fairness, belonging)
- Lead the inclusion of others in games and activities (e.g., team building activities, warm up, captain, team leader, referee, coach)
- Analyze, describe, and participate in dances and games of various cultures from around the world
- Identify the different communication tactics used to lead a movement experience



Students can meet their needs and aspirations.

Outcome:

- Identify activities that, when done regularly, can contribute to an active lifestyle ★●●■
- Employ responsible behaviours to support safety of self and others during movement experiences ★●●■
- Discuss how a physical activity program or movement experience enhance well-being ★●●
- Apply physical and skill-related fitness concepts and principles that are personally relevant to support well-being ★●●■
- Analyze societal influences that shape health and well-being beliefs ★●●

I Can Exemplar:

- Identify the social, emotional, and physical benefits of participation in movement experiences
- List activities that can increase cardiovascular endurance
- Analyze the benefits of applying physical and skill-related fitness concepts to movement experiences (e.g., agility, speed, power, balance, coordination, reaction time)
- Scrutinize how health and physical activity messages in media affect health and well-being choices

Students can be active in and responsive to their surroundings.

Outcome:

- Select movement opportunities in the school and community that are of interest ★●●■
- Apply digital literacy to enhance movement experiences ★●●■
- Demonstrate appreciation for the natural environment and its contributions to health and well-being ★●●■
- Appreciate how movement experiences on the land are presented in ceremony, dance, storytelling, and song ★●●■/
- Examine the role of different sport and multi-sport events on games in the individual and community context (e.g., World Indigenous Games, World Cup, Northern Games) ★●●■/

I Can Exemplar:

- Locate programs and spaces for physical and movement activities in the local community
- Represent what the natural environment means to participating in a personally relevant and self-selected activity
- Identify a personally relevant and self-selected activity and the influence of the natural environments (e.g., ice hockey, tobogganing, canoeing, beach volleyball)
- Appreciate past and present national/international events and their significance from around the world (e.g., Athens Olympics 1896, North American Indigenous Games, the World Games, African Cup of Nations)

Students can lead an active way of life.

Outcome:

- Extend combinations of movement skills in different activities ★●
- Modify movement forms, strategies, and tactics increasing their complexity and control (e.g., back peddling, lateral movements) ★●
- Explore basic physics concepts such as action-reaction, trajectory, levers, and linear velocity that are effective in movement experiences ★●
- Connect meaning to physical expression through rhythmic movement experiences (e.g., gymnastics, dance, zumba) ★●●

I Can Exemplar:

- Analyze individual performances for improvement in a variety of movement experiences
- Chart movement skill progression in different movement opportunities and games
- Assess movement through digital tools and recording
- Analyze how different concepts of physics apply to motion through simple games (e.g., target, net/wall, striking games, swimming)
- Lead others through an original or culturally inspired rhythmic or dance routine

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Assess the role of decision making and initiative in movement experiences ●●■
- Explore how to bring balance to physical, emotional, mental, and spiritual aspects of our lives ★●●■
- Consider how meaningful movement experiences support social and cultural practices ★●●

I Can Exemplar:

- Connect how engaging in enjoyable movement experiences affects well-being
- Demonstrate movement perseverance and resilience through engagement in challenging movement opportunities
- Appreciate the cultures, history and origin of movement activities as well as how to engage in them



Students can meet their needs and aspirations.

Outcome:

- Consider what an active lifestyle looks like during life stages of child, youth, young adult, midlife, older, and very old, and the physical literacy attributes that support each stage ★●♥■
- Align overall well-being to different types of physical activities that are personally relevant (e.g., outdoor pursuits, fitness routines, competitive- non-competitive sports) ★●♥■
- Determine how movement skills are used in daily life to stay and live well ★●♥■
- Explore how to bring balance to physical, emotional, mental, and spiritual areas of life ★●♥■
- Contribute to the development and maintenance of rules that provide for safe participation in movement experiences ★●♥■
- Assess risk and safety in relation to a variety of movement experiences and environments ★●♥■

I Can Exemplar:

- Select and participate in movement experiences not previously tried that will expand a repertoire of lifetime activities
- Implement a regular movement plan that demonstrates a healthy active lifestyle
- Relate movement skills to activities of daily living (e.g., foraging, active transportation, cleaning)
- Prepare supply lists for caring for self and others in the outdoors in a variety of weather situations
- Apply the safety guidelines without being prompted



Students can be active in and responsive to their surroundings.

Outcome:

- Gain outdoor travel skills by using orienteering maps and compasses to navigate familiar land ★●■/
- Explore survival skills through traditional activities and games (e.g., shelter building, target practice) ★●♥■/

I Can Exemplar:

- Practice survival skills in the outdoors (e.g., knot tying, shelter building, food storage, fire building, safety, personal hygiene)
- Participate in local traditions that occur in the outdoors or natural environments

Students can lead an active way of life.

Outcome:

- Refine complex movement sequences in both unstructured and more highly structured movement experiences and environments with accuracy and movement competence ★●
- Protect the body before and after movement experiences ★●
- Apply game strategies and tactics to movement and game situations ★●
- Explore health-related movement and fitness opportunities (e.g., strength and endurance, flexibility, and cardiovascular endurance) ★●●
- Transfer rhythmic movement skills (e.g., tumbling, sliding, pivoting) to different movement experiences (e.g., ice skating, sports) ★●
- Extend the range of genres and forms of rhythmic movement opportunities (e.g., zumba, dance, gymnastics, jigging, hoop dance) ★●

I Can Exemplar:

- Apply agility, balance, and coordination and adjust to the environment
- Engage in warm-up and cool-down activities to protect the body from injury
- Transfer strategies and tactics from one activity to another (e.g., moving to open space can be transferred to all invasion games, hitting the ball to where your opponent isn't can be transferred to all net and wall games)
- Listen to cues to access the motor efficiency, paying attention to feedback from the body to enhance safety and effectiveness

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Appreciate different strategies to improve movement expression and performance ★●●
- Engage in a variety of leadership and followership roles and responsibilities within movement experiences (e.g., referee, captain, warm up leader, event organizer, equipment, player) ★●●■
- Demonstrate social behaviours that nurture fair play and mutual enjoyment ★●●■
- Express how inclusion strategies in personal and group movement opportunities create collective well-being (e.g., physical, social, cultural) ★●●■
- Resolve conflicts and accept decisions during movement experiences ★●●■

I Can Exemplar:

- Show how agility, balance, and coordination are adjusted depending on the environment or conditions (e.g., skateboarding, snowshoeing, hiking, trail running, biking)
- Engage respectfully with others with like and different knowledge, skills, and abilities levels
- Investigate relationships and engagement in movement opportunities in a variety of contexts (e.g., independent pursuits, outdoors, competitive activities)
- Respect the effort of others in game situations and the final game outcome



Students can meet their needs and aspirations.

Outcome:

- Recognize likes, dislikes, strengths, and skills and use these to choose movement experiences for enjoyment ★●♥■
- Recognize unsafe situations caused by changing environment, difference in skill levels, or equipment ★●■
- Form personal responsibility for improvement in a variety of movement experiences ★●♥■
- Outline a personal movement goal and a basic plan to support its attainment, with appropriate steps, equipment, aids, and resources ★●♥■

I Can Exemplar:

- See participation in movement opportunities as a venue for social interaction and well-being
- Participate in a variety of movement experiences that enhance well-being
- Make decisions regarding safe play and participation in movement experiences
- Set personal movement goals and define success

Students can be active in and responsive to their surroundings.

Outcome:

- Discuss the benefits of engaging with nature and its impact on health ★●♥■/
- Explore changes in norms, practices, and regulations on movement opportunities in the community (e.g., skateboarding, mountain biking) ★●♥■
- Hone outdoor skills to include both travel (e.g., hiking, canoeing, qajaq/kayaking,) and survival (e.g., shelter building, gill net building, cooking) ★●♥■/
- Explore different careers related to athletics, physical education or recreation (e.g., video analysis, photographer, educator, physiotherapist, coach, trainer, sports management, media, journalism) ●♥■
- Explore an Indigenous game, activity, or competition with Métis, Inuit, and First Nations Elders or knowledge keepers and its role in supporting well-being both for the self and the community ★●♥■/

I Can Exemplar:

- Discuss the impact of being active outdoors on well-being and physical activity levels
- Map active routes to school
- Describe the history of skateboarding and how social norms have changed over time (e.g., Tony Hawk, Sakura Yosozumi, Sky Brown)
- Identify how movement experiences and interactions in the outdoors are connected to culture and have changed over time
- Create short commercials on a career opportunity within the athletic, physical education, therapeutic or recreation fields
- Form relationships with others through engaging in outdoor survival activities (e.g., leadership, teamwork, interdependence)
- Reflect on the positive effect of community based movement experiences



Students can lead an active way of life.

Outcome:

- Recognize the principles of biomechanics and their application to individual and cooperative opportunities ★●■
- Apply scientific principles of movement mechanics (e.g., centre of gravity, velocity) for improving performance in a variety of games and activities (e.g., take off angle in the long jump, centre of gravity in yoga, throwing angle in javelin) ★●■
- Apply concepts of conditioning and practice to improve movement skills ★●■
- Predict performance outcomes based on movement principles and plan movements accordingly ★●■

I Can Exemplar:

- Apply body mechanics to carry out a variety of activities efficiently and to promote optimal and safe body function
- Practice movement mechanics through a variety of individual, dual, and group pursuits in the outdoors (e.g., canoeing, kayaking, rock climbing, mountain biking)
- Explore the role and different methods of warming up (e.g., static stretching, skills-based, dynamic exercises)
- Refine movement patterns with increasing degrees of difficulty

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Demonstrate positive attitudes toward self and others through movement experiences ★●■
- Share how approaches to movement differ across the world (e.g., access, land, water, climate) ★●
- Identify personal preferences for movement experiences and respect the preferences of others ★●
- Explore how motivation and attitudes can impact participation in movement experiences across the lifespan ★●■

I Can Exemplar:

- Appreciate ways that individual and team physical activities improve well-being
- Appreciate how new and traditional dances from around the world contribute to cultural identity (e.g., ballroom dancing, two-step, Hopak, Jigging, Odi Dance)
- Articulate movement preferences and how they enhance personal health and enjoyment
- Identify many types of individual differences that influence people's ability to be physically literate
- Identify things that influence activity levels
- Describe strategies that support an active lifestyle now and across the lifespan



Students can meet their needs and aspirations.

Outcome:

- Extend range of movement experience interests ★●
- Design a personalized movement plan ★●♥■
- Develop wholistic fitness programs including skill-related fitness activities to meet the needs and goals of self or others ★●♥■
- Connect risk, in relation to personal skills and abilities, to practical ways to prevent injuries during movement experiences ★●♥■

I Can Exemplar:

- Experience new movement opportunities (e.g., rock climbing, yoga, hockey, skiing, seated volleyball)
- Track the benefits of training on overall health and well-being
- Elaborate on the relationship between different movement opportunities, lifestyles, health, and well-being
- Set movement goals and analyze the range of movement opportunities supporting these goals (e.g., personal enjoyment, time with friends, challenge, stamina, strength, competition, self-expression)



Students can be active in and responsive to their surroundings.

Outcome:

- Explore the role of digital literacy skills to support practical movement experiences ●♥■
- Practice the personal qualities necessary to coach/lead movement opportunities ★●♥■
- Hone outdoor and survival skills in various terrains and natural environments ★●♥■
- Explore the meaning and evolution of Métis, Inuit, and First Nations movement traditions (e.g., canoe in transportation, hunting, commerce, leisure) ★●♥■/

I Can Exemplar:

- Transfer digital literacy skills to enhance movement experiences (e.g., hiking to geocaching)
- Illustrate coaching and leading skills through coaching/leading movement experience with others
- Advance outdoor travel skills by using maps and a compass in different terrains and describe other ways both past and present to get bearings (e.g., direction of the stars/sun, apps)
- Take in Métis, Inuit, and First Nations perspectives on movement opportunities and the impact of seasons, time, and the land
- Apply outdoor and safety skills in excursions in the outdoors (e.g., build a fire in dry and wet conditions)
- Gain canoe and/or kayak paddling skills appreciating the different phases, positions and techniques (e.g., catch, power, release, J stroke, sweep, forward stroke)

Students can lead an active way of life.

Outcome:

- Hone movement skills in various movement experiences (e.g., kicking and passing in football, throwing and catching in cricket, passing and shooting in basketball, spiking in volleyball) ★●
- Identify biomechanical movement patterns to improve activity-specific techniques and reduce injury ★●
- Design strategies and tactics for effective participation (e.g., offensive and defensive play) ★●
- Explore different functional movements to stimulate all the major muscle groups ★●
- Explore how rhythmic patterns affect the brain ★●

I Can Exemplar:

- Practice different movement skills applying innovative and creative thinking to solve movement challenges (e.g., adapting speed, timing, force, turning)
- List and describe the major muscle groups of the human body
- Identify different exercises to reach personal well-being goals (e.g., strength, conditioning, flexibility)
- Experiment with the synchronization of rhythmic movement to show the different rewards and benefits

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Plan and implement a warm-up for a chosen movement experience (e.g., general warm-up, static stretching, skills-based, dynamic warm-up exercises) ★●♥■
- Assess the effect of movement experiences on social behaviour ★●♥

I Can Exemplar:

- Engage in skill-related warm up exercises for different movement experiences
- Lead cooperative, competitive, and non-competitive movement experiences for peers (e.g., snowshoeing, bike rodeo, volleyball)
- Reflect on strengths and accomplishments and share these with peers or others
- Practice fair play and respect for other abilities and strengths (e.g., respect for opponents, participating with spirit)



Students can meet their needs and aspirations.

Outcome:

- Expand the variety of movement opportunities that can be continued for a lifetime ★●♥■
- Investigate the interconnection between the different domains of Indigenous well-being (e.g., physical activity and mental cognitive and spiritual health and well-being) ★●♥■/
- Build simple maintenance and repair skills for equipment (e.g., replacing a bike tire or innertube, spring tune-up) ★●■
- Transfer various skills from a variety of movement experiences to functional daily living activities ★●♥■
- Formulate personal goals and challenges to improve overall health and well-being ★●♥■

I Can Exemplar:

- Assess new and different movement opportunities for lifelong contribution to overall well-being (e.g., pickleball, ultimate frisbee, biking)
- Acknowledge the choices made regarding care in one aspect, also affect other areas of well-being
- Draw connections between skill development and a positive mindset and self-confidence, perseverance, and motivation in a chosen movement experience
- Complete a bike tune up for safe use
- Explore how movement and biomechanical knowledge can assist with daily living activities (e.g., snow removal, lifting, active transportation)
- Build confidence and competence to support goals in a variety of movement experiences



Students can be active in and responsive to their surroundings.

Outcome:

- Investigate large sporting events and the impact of health and movement across the life span (e.g., North American Indigenous Games, National Senior Games, Olympics) ●♥■/
- Explore ways to increase movement opportunities (e.g., bike trails, local gyms, recreation centres, community gardens, outdoor fitness apparatus, accessible playgrounds) ★●♥■
- Compare digital literacy skills and traditional navigational skills through outdoor movement experiences ★●♥■
- Enhance well-being and the well-becoming of others through exploration and movement in the outdoors ★●♥■

I Can Exemplar:

- Describe the importance of North American Indigenous Games for Métis, Inuit, and First Nations
- Experience available community resources that promote an active lifestyle
- Analyze a map and then use a compass to navigate in outdoor destinations
- Apply digital gamification to design practical movement experiences (e.g., an app to track distance to school)
- Relate lifestyle choices to community and environmental well-being and ways to grow and sustain it
- Build a shelter from found objects in the outdoors (e.g., twigs, snow, branches)

Students can lead an active way of life.

Outcome:

- Progress techniques, strategies, and tactics to enhance participation and skills in individual and team movement experiences ★●
- Assess the effectiveness of various strategies and tactics in a variety of movement experiences and environments ★●●
- Compare components of skill-related fitness in a variety of movement opportunities ★●
- Plan and implement a personalized training program for self or others integrating holistic well-becoming goals ★●●■

I Can Exemplar:

- Practice different movement skills applying innovative and creative thinking to solve movement challenges (e.g., adapting speed, timing, force, turning)
- Apply the principles of biomechanics in a variety of movement activities to help the body move
- Make effective and timely decisions that enhance participation in movement experiences
- Implement functional exercises and warm-up techniques to help the body move efficiently
- Identify difference exercises to reach personal well-being goals (e.g., strength, conditioning, flexibility)
- List the rewards and emotions associated with synchronization of rhythmic movement

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Lead a team or group movement experience or fitness program that supports well-becoming ★●●■
- Apply skills that help identify and manage emotions as they participate in games and movement experiences ★●●■
- Engage in movement opportunities to enhance positive social interactions ★●●■

I Can Exemplar:

- Engage in skill-related warm up exercises for different movement experiences
- Lead cooperative, competitive, and non-competitive movement experiences for peers (e.g., snowshoeing, bike rodeo, volleyball)
- Reflect on strengths and accomplishments and share these with peers or others
- Practice fair play and respect for other abilities and strengths (e.g., respect for opponents, participating with spirit)



Students can meet their needs and aspirations.

Outcome:

- Design and implement a personal health or skill-related fitness plan and adjust goals, aids, and challenges to support overall health and well-being ★●♥■
- Apply injury prevention skills and techniques, including proper movement techniques, when participating in movement experiences ★●♥■
- Illustrate the importance of cooperation, organization and planning in achieving individual or group goals ★●♥■
- Design and implement a player development program to enhance physical literacy of others (e.g., peers, younger students) ●♥■

I Can Exemplar:

- Assess new and different movement opportunities for lifelong contribution to overall well-being (e.g., pickleball, ultimate frisbee, biking)
- Acknowledge the choices made regarding care in one aspect, also affect other areas of well-being
- Draw connections between skill development and a positive mindset and self-confidence, perseverance, and motivation in a chosen movement experience
- Explore how movement and biomechanical knowledge can assist with daily living activities (e.g., snow removal, lifting, active transportation)
- Build confidence and competence to support goals in a variety of movement experiences



Students can be active in and responsive to their surroundings.

Outcome:

- Describe the synergistic benefits of health and well-being while moving outdoors and in nature (e.g., green exercise) ★●♥■
- Explore the influence of Truth and Reconciliation on physical activity and sport in Canada ★●♥■/
- Explore current issues in sport (e.g., gender inequality, political influence) ★●♥■/
- Analyze the evolution of physical activity and sport from multiple perspectives and cultures ★●♥■/
- Investigate careers in athletics, physical education and recreation (e.g., video analysis, photographer, coach, trainer, sports management, media, journalism, physiotherapist) ●♥■

I Can Exemplar:

- Honour how movement opportunities can be structured to be mutually beneficial to both well-being and the natural environment
- Appreciate how Indigenous peoples and culture have been instrumental in the development of sport in Canada (TRC Call To Action 87)
- Explore how organized sport traditions have contributed or hindered society over time
- Explore the role of physical activities and sport in teaching survival and other life skills
- Research a career in athletics, physical education, or recreation and the pathway to attainment

Students can lead an active way of life.

Outcome:

- Explore fundamental principles of biomechanics (e.g., motion, force, momentum, levers, and balance) to improve movement experiences ★●
- Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and chemical substances and their effects on the physical performance of the body ★●●■
- Examine why strain and injury occur during daily living activities and ways to protect against injury (e.g., stability) ★●●■
- Develop a level of tactical and strategic movement skill that will enhance participation ★●
- Evaluate movement through self analysis of performance ★●●■

I Can Exemplar:

- Apply the principles of biomechanics in a variety of movement experiences and in diverse environments
- Explain principles of exercise and effects of vigorous movement experiences on the functions of the body
- Explore ways to improve performance and reduce injury (e.g., maximize throwing, running style, lifting, vertical jump)
- Self-assess strain or discomfort in biomechanics for solutions
- Weave a variety of movement skills together to improve participation (e.g., dance, rhythmic activities, games, sports)

Students can engage in meaningful and healthy relationships with themselves and others.

Outcome:

- Demonstrate comfort in movement experiences ★●●■
- Create movement opportunities to enhance positive social interactions ★●●■
- Develop strategies and modifications for movement experiences to meet the needs of others ★●●■

I Can Exemplar:

- Participate in movement experiences that are personally relevant and that promote health and well-being
- Plan and implement a personal training program improving strength, stamina, and coordination that is relevant to personal goals



Students can meet their needs and aspirations.

Outcome:

- Explore the concept of physical literacy as a wholistic foundation for participation in movement opportunities across the lifespan ★●♥■
- Hone outdoor and lifelong leisure pursuits and share how they are personally relevant ★●♥■
- Describe safety techniques used to avoid dehydration, over-exertion, oxygen depletion, heat exhaustion, and hypothermia during movement experiences in extreme environments (e.g., long distance running, sailing, mountain climbing) ★●♥■
- Anticipate potentially dangerous situations related to movement opportunities ★●♥■
- Personalize strategies to deal with participation over the lifespan ★●♥■
- Personalize lifestyle choices that value movement and also health and well-being ★●♥■

I Can Exemplar:

- Describe how the physical literacy journey applies to self and others
- Embody principles and concepts associated with movement to enhance enjoyment of outdoor and lifelong leisure pursuits
- Respect the inherent risks associated with movement experiences in extreme environments
- Investigate correlations between well-being and fitness
- Value movement to support mental, physical and emotional well-being, as well as the social interaction it provides



Students can be active in and responsive to their surroundings.

Outcome:

- Explore the requirements and responsibilities for career opportunities in physical education, sport, and recreation ●■
- Analyze the characteristics of leaders in physical activity, physical literacy, sport, and recreation ●♥■
- Lead cooperative fair play with respect for others, objects, and the environment ★●♥■
- Develop a risk management plan considering the risks associated with various movement opportunities ●♥■
- Investigate past and present athletes who have been role models within and outside of sport (e.g., Nancy Green Raine, Waneek Horn-Miller, Jackie Robinson, Ferguson Jenkins, Christine Sinclair, Carey Price, Tom Longboat, Hayley Wickenheiser, Andre DeGrasse, Kia Nurse) ●♥■/
- Investigate different cultural and/or societal narratives around movement (e.g., survival, daily living, elite sports) ★●♥■/

I Can Exemplar:

- Combine the principles of biomechanics and movement skills to support coaching, sports performance and athletic training
- Refine leadership skills in a variety of movement opportunities
- Honour the connection between movement and respect and care of the environment
- Implement a risk management plan for a cooperative game
- Engage in movement experiences, and health and skill-related fitness that are personally meaningful and enjoyable
- Articulate the contribution sports has made to social development and human rights and how differential access affects participation
- Explore different motives that shape neighbourhood access to quality outdoor spaces and physical recreation facilities



APPENDICES

1. THE CANADIAN PHE COMPETENCIES ESSENTIAL ELEMENTS

The following eight essential elements have been used to frame and guide development in the Canadian PHE Competencies.

Health and Well-being

Quality health and well-being are the foundation of a quality life.

The World Health Organization's constitution includes the following key statements: "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" and "the enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction...". According to the National Collaborating Centre for Indigenous Health, a holistic approach to health and well-being focuses on the "relationships and responsibilities held across the environment, families, the tribe, and ancestors." The Canadian PHE Competencies embody this inclusive perspective of health and well-being to ensure its relevance to every student

The notion of health and well-being presented in the Canadian PHE Competencies is inclusive of the concept of well-becoming (Nussbaum, 2011). As the capabilities approach to assessing quality of life has pointed out, to live well we need to develop inner powers into capabilities that allow us to actually live well, in the present and in the future (Falkenburg, 2015).





Healthy School

Every school in Canada should be a healthy school.

Comprehensive School Health is an internationally recognized framework to support improvements in students' educational outcomes while addressing school health in a planned, integrated, and [w]holistic way. This model builds capacity to incorporate well-being as an essential aspect of student achievement. Actions address four distinct but interrelated components that comprise a comprehensive school health approach:

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

When actions in all four components are harmonized, students are supported to realize their full potential as learners—and as healthy, productive members of society (Joint Consortium for School Health, 2016).

The development of a [healthy school](#), one which centres wholistic health and well-being in its policies, its curriculum, its people, its relationships, and its environment at all levels, supports the lifelong health and well-being of young people. Moreover, a healthy school, in which physical and health education are valued and can flourish, “honours each person, the connection between them, and the land upon which they live; values broader ways of knowing; focuses on what the school community can do together, and, identifies where there is energy, interest, and capacity to strengthen the health and well-being of the school community, and supports action in that direction”. (Canadian Healthy Schools Alliance, 2021)

Equity, Diversity, Inclusion

Canadian classrooms are vibrant and diverse.

The Canadian PHE Competencies conceptualise both physical education and health and wellness education differently, drawing in many innovative and affirming physical, health and well-being practices with a focus on preparing young people for today's realities, social justice, diversity, and equity. Canadian classrooms are diverse, reflecting a range of ages, races, gender identities, demographics, opinions, cultures, religions, abilities, ethnicities, backgrounds, sexual orientations, and so much more. Student diversity is attributed to the current increases in immigration. According to Statistics Canada (2017) there are clear indications that the population in Canada will continue this upward trajectory and become increasingly diverse over the next decades. Even more compelling is that immigration is a significant influence on the diversity of Canadian classrooms, the Indigenous population also represents 4.6% and is one of the fastest growing segments of the population (2016). Furthermore, diversity of student populations in nonvisible ways, such as differing ability, gender identity, and sexual orientation, increases the importance of taking an intersectional lens to education.

Despite this diversity, curricula in Canada continues to operate from a Eurocentric, gender normative, and ableist framework. This normative dominance can perpetuate itself in the education system through the omission and denial of diverse world views, pedagogies, and scholarship in resources, materials, curricular content, and the construction of "othered" identities (Santoro, 2008). As such, it emanates a hidden curriculum that upholds and enforces certain norms and values. The result is the othering,

problematization, and disproportionately negative outcomes for marginalised students.

Anne Lesthe (2019) writes that there is a growing body of research on the impact of diversity on physical education and health and wellness education teaching practice. The findings indicate that cultural diversity is visible in movement and in bodily resonance between people and present a strong argument for recognition of the relational, embodied and social aspect of cultural diversity in physical education and health and wellness education. 'Teaching for All' (Gleddie, et al., 2018) refers to an environment in physical education and health and wellness education where diversity and inclusion are centered and where students' experiences are reflected, welcomed, and contribute to a unique learning opportunity. Drawing on, and affirming multiple identities and knowledge systems in an up-to-date curriculum allows for greater and broader validity and relevance, and leads to more equitable student success. The interface between traditional and evidence-based knowledge reveals the utility, wealth, and richness necessary to animate educational achievement (Battiste, 2011).

While it must be noted that changes to curriculum will not resolve the systemic barriers and opportunity gaps that are linked to the disproportionately negative outcomes that many young people face, it is an important step in creating learning spaces to nurture equitable outcomes. The conceptualization of competencies and outcomes in this manuscript aim to draw in culturally affirming and responsive examples throughout centering and supporting each student to consider, challenge, and engage with what is identified as valid knowledge, who decides what knowledge is valid, and how knowledge is connected to the distribution of power within society. With this approach, students build critical awareness and



Indigenous Ways of Knowing and Being Contributed by Pamela Rose Toulouse

Curriculum is an integral part of reconciliation.

Colonialism attempted to eradicate the vital relationships of Indigenous people to their land, waters, communities, and traditions resulting in a deterioration of culture, health, and well-being. Through the development of the Canadian PHE Competencies, the lasting effects of intergenerational trauma, racial and cultural discrimination, and isolation of Indigenous peoples resulting from the legacy of colonization were placed at the centre. As well, was the acknowledgement that current and historical policies continue to create discrepancies between Indigenous and non-Indigenous students' experiences and subsequent educational completion rates throughout Canada. The Canadian PHE Competencies acknowledge that the diversity amongst First Nations, Métis, and Inuit are vast in terms of breadth and depth. According to Madison (Grade 11, 2022), the best way to acknowledge this diversity would be to allow the connection between community and the very strong Indigenous culture around them.

The Canadian PHE Competencies aim to support PHE Canada's vision of all young people leading active, healthy lives. This vision is linked to the framework of [four laws for living a good life](#) (Uluadluak, 2007): working for the good of all, respecting all living things, living with harmony and balance, and planning and preparing for the future (Tagalik, 2009). Doing so, according to Tagalik, cements the mutual obligation we have and provides for a sustainable and secure future. These principles are affirmed and reflected in the Canadian PHE Competencies. The term "live well"

is selected to represent a multitude of different terms also used to describe living a healthy and well life across Canada, for example:

- Netaklimk (living well–Mi'Kmaq)
- Pimatisiwin (good living–Cree)
- Mino Bimaadiziwin (Living the Good Life–Anishinaabe)
- wholistic well-being (EN), bien-être (FR).

Looking as well to the work of the "Nourishing the Learning Spirit" from the Aboriginal Learning Knowledge Centre and Canadian Council on Learning, the following considerations have also been embedded:

- The lifelong learning of First Nations, Métis, and Inuit, which respect diverse learning styles in a wholistic manner based on spiritual, intellectual, emotional, and physical selves.
- The voice of all First Nations, Métis, and Inuit on place and culture, including the circle of learning and respecting how one generation passes on knowledge and culture to other generations.
- A transformative approach to learning embracing Indigenous knowledge, experience, and including both a formal and informal approach for learning programs that reach all ages.
- Linking parents, elders, and community to build a successful learning continuum and healthy resilient communities.
- Affirming Indigenous knowledge as subject matter and ways of knowing and learning.

MEASURING WHAT MATTERS

With this as an essential element, PHE Canada humbly embarked on this work by drawing upon the thoughts of Toulouse in *Measuring What Matters* (2016).



Meaningful Learning Experiences

Much work has been done to understand how to spark meaningful, engaged learning and motivation. The idea of meaningful experiences is an essential element for the Canadian PHE Competencies pulling from joy-based physical education (Kretchmar, 2008), the work of Meaningful Physical Education (Beni, Fletcher, and Ní Chróinín, 2017) and finally from Beach's (2020) work on meaningful student experiences. Overall, the following features have been summarized as being common amongst meaningful learning experiences and acts as a starting point to connecting and developing students' unique needs, interests, challenges, and goals.

1. **Social Interaction:** Learning occurs in a web of experiences and connections (student-student & student-teacher). Creating a sense of belonging is a necessary step in making students feel motivated, welcomed, and valued. A strong sense of community can encourage students to participate, determine their level of engagement, and even support their learning outcomes.
2. **Personal Relevance:** Students need to be connected in a personal way to learning. When students understand how their learning is applicable to real life, they are more likely to engage. Curriculum and pedagogy need to consider that students experience individual differences, cultural awareness, and contextual nuances.
3. **Challenge:** Learning opportunities should be designed through a challenge by choice lens. Kretchmar (2006) identifies 'just-right' or optimal challenge as essential to the learning process. Optimal challenge can be achieved with sufficient support, time, effort, persistence, and patience. This provides students

autonomy over their learning and increases the psychological safety for students. Students can then find their appropriate level of challenge and the focus of the learning becomes tailored to move each student forward. This important motivator can also be linked to autonomy and competence.

4. **Competence:** Competence refers to an individual's development of ideas, skills, and perspectives that express healthy and active lives. Student's should build a capacity for comprehension, application, analysis, evaluation and synthesis of information.
5. **Fun:** Many students identify fun as the main reason for participating; it's absence can be a deal breaker when students evaluate their experience (Beni, Fletcher, and Ní Chróinín, 2017). Students' enthusiasm for, enjoyment of, and self-assurance in adopting healthy and active lives is integral especially as they are beginning their journey.
6. **Joy/Delight:** Although hard to pin down and sometimes define, Kretchmar (2008) states, "when movement is experienced as joy, it adorns our lives, makes our days go better, and gives us something to look forward to... When movement is joyful and meaningful, it may even inspire us to do things we never thought possible."

As such, physical education and health and wellness education as described in the Canadian PHE Competencies suggests a movement from knowledge transmission towards meaningful learning where a student reflects on how and why the content reflects or challenges their values, social norms, and assumptions (Mezirow, 2009).



Student Voice and Student Centered

Centering learning in physical and health education on the student ensures all students can find relevance and meaning and can see themselves in class. This is reflected in the Canadian PHE Competencies.

The outcomes and exemplars are built to ensure that students develop the motivation, the ability, and the knowledge in their journey towards competence (Chartier, 2020).

The Canadian PHE Competencies place students at the core and are intended to ensure they see themselves as active, competent, confident, and well; connect students to health and well-being and movement skills and behaviours in place; help students inquire into and improve personal, interpersonal and community health.

A physical education and health and wellness education program that supports empowerment in teaching and learning can: provide opportunities for student agency and ownership, encourage the development of life skills and competencies, assist with attainment of personal goals and, implement disciplinary actions that maintain a relational ethic (Gano-Overway & Guivernau, 2014). In keeping with this spirit, the Canadian PHE Competencies are informed by young people from PHE Canada's Youth Council. Their views on how to better meet their complex and diverse interests and needs have been incorporated to ensure quality, empowering and exploratory learning opportunities.

Whole Student/Wholistic Education

Whole student education is a balanced, intentional, and purposeful approach to the development of the various domains of the student (e.g., social, emotional, physical, cognitive). Fundamental to this approach is the concept of monism, which views the student as an inseparable whole (Whitehead, 2010). Monism acknowledges all domains as interdependent working in collaboration as the student develops and focuses on more than academic achievement alone. Wholistic physical education and health and wellness education integrates multiple learning components in its thinking—focusing on the whole learner. Wholistic physical education and health and wellness education pays significant attention to experiential learning and aims to help students reach their maximum potential (Laughlin, 2017). A wholistic approach goes beyond assessing a student's knowledge, performance and/or skills of a particular task. A wholistic approach looks at a broader set of indicators that measure access, participation, and values in learning to provide a more comprehensive picture. According to Cleo (Grade 11), the Canadian PHE Competencies “incorporate every part of the vital curriculums that every student should be taught before they graduate”.

2. THE CANADIAN PHE COMPETENCIES FOUNDATIONAL ELEMENTS

The following foundational evidence-based and practice-informed pedagogies and approaches have helped to guide decisions for the Canadian PHE Competencies.

Asset-Based Approach

An asset-based approach to teaching is one that is grounded in what students can do rather than what they cannot do. It is an embodiment of growth mindset in instruction. It requires a caring, encouraging learning environment, scaffolding and progressions as well as differentiated learning experiences (Di Michele Lalor, 2020). An example of an asset-based program is the work of the Search Institute, an organization that supports healthy development of children and youth through research. Through this research 40 assets were identified and split into internal and external groupings. They highlight the role of caring relationships and support, empowerment, boundaries and expectations, constructive use of time (external assets), and commitment to learning, positive values, social competencies, and positive identity (internal assets) to more positive outcomes. According to Cleo (Grade 11), it is important to relate to students with empathy and respect, and rather than outlawing all 'bad things', understand that kids will engage and explain what to do in certain scenarios". Applying unstructured opportunities for risky play fall within an asset-based approach. Through risky play students learn how to expand their limits, learn life skills, learn to orient their bodies, judge risks and their consequences, learn to overcome challenges and feel the joy of movement when their plans meet their expectations.

Cooperative Learning

Cooperative learning has increased attention in physical education and health and wellness education. Implementing the five essential elements of cooperative learning (positive interdependence, individual and group accountability, interpersonal and small group skills, face-to-face promotive interaction, and group processing) supports educators in designing learning structures that are truly cooperative, supporting the development of social and life skills—skills that, just like physical skills, must be explicitly taught.

Critical Pedagogy

Critical pedagogy, rooted in critical theory, is a culturally responsive and relevant educational framework that approaches learning with an overt recognition of systemic societal hegemonies. Within critical pedagogy, the oppressed/oppressor dialectic is unveiled and students and teachers engage in dialogue and experiences with the intention of lifting the binary of us/them thinking and towards critical consciousness. Both critical consciousness and critical pedagogy are rooted in the work of Paulo Freire (Sher, 2011).



Digital Literacy

In education systems around the world, an increasing emphasis has been placed on digital citizenship. This has resulted in a number of different definitions, but in a broad sense, digital citizenship can be conceptualised as norms of behaviour regarding the use of digital technologies (Mezzanotte, 2020). It requires both educational and technological competence, as well as access to technology. Learning to be discerning consumers of both will help [students] now and in the future, to make good decisions surrounding their health, well-being, and more generally in other areas of their civic, educational, and social lives (Schleicher, 2022). In addition, digital citizens possess the skills to engage in online and offline communities actively, responsibly, and positively. Scholars argue for inclusion of online engagement in the digital literacy definition alongside respectful and tolerant behaviour towards others (UNICEF, 2017).

Ecological Systems Theory

Bronfenbrenner's ecological systems theory views child development as a complex system of relationships affected by multiple levels of the surrounding environment, from immediate settings of family and school to broad cultural values, laws, and customs (Guy-Evans, 2020). The grade level objectives included in the Canadian PHE Competencies outline progressive learning trajectories as opposed to mechanical execution alone. Every student's social, emotional, spiritual, and physical interests are considered.

However, certain populations need special consideration, including but not limited to First Nations, Métis, and Inuit students, students with disabilities, 2SLGBTQ+ students, English language learners, newcomer students, and students who have experienced adverse traumatic events in their lives.



First Peoples Principles of Learning

Acknowledging the First Peoples Principles of Learning is necessary for enacting real change in informed curriculum and policy. By embedding this approach, Indigenous students can be encouraged to identify and safely participate in the educational system—physical education and health and wellness education in particular.

The [First Peoples Principles of Learning](#) as articulated by the First Nations Education Steering Committee (FNESC) are that

- learning ultimately supports the well-being of self, family, community, land, spirits, and ancestors;
- learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place);
- learning involves recognizing the consequences of one's actions;
- learning involves generational roles and responsibilities;
- learning recognizes the role of indigenous knowledge;
- learning is embedded in memory, history, and story;
- learning involves patience and time;
- learning requires exploration of one's identity; and
- learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

To be sure, the First Peoples Principles of Learning “represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Nations societies. It must be recognized that they do not capture the full reality of the approach used in any single First Peoples' society” (First Nations Education Steering Committee, 2007).



Food Literacy

Food literacy involves the ability to source, understand the nutritional benefits or risks, prepare and store food and to be able to maintain these skills throughout life's up and downs. Food literacy is linked to improved diet, food habits and behaviours and the ability to manage food and maintain food security to support ones wholistic wellbeing in keeping with potential health needs as well as social and cultural dynamics.

Financial Literacy

Financial literacy involves the ability to understand and effectively use various financial skills, including personal financial management, budgeting, and safe practices to make decisions that support a healthy relationship with money. Being financial literate means being better equipped to make day-to-day choices and stay on top of financial obligations—skills that are imperative for living well.

Fundamental Movement Skills

Fundamental Movement Skills are the basic movements traditionally associated with human physical activity. The most common fundamental movement skills include skills such as running, jumping, throwing, catching, skipping, and hopping (PHE Canada). There are both fundamental and dynamic skills in different types of movement that contribute to agility, balance, and coordination (ABCs) reflect the broad diversity of skills utilized in physical activity pursuits across the lifespan. Thus, 'foundational movement skills' includes both traditionally conceptualized 'fundamental' movement skills and other skills (e.g., bodyweight squat, cycling, swimming strokes) that support physical activity engagement across the lifespan (Hulteen, 2018).

In my high school experience, a very valuable skill I developed was goal-setting. It helped me in almost everything I committed my time to, from academics to sports to volunteering (Aisha, Grade 12).



Global Competencies

The Canadian Ministers of Education's (2016) global competencies promote deeper learning by equipping students with the necessary tools to adapt to diverse situations and become lifelong learners. These key competencies can be interdependent and leveraged in a variety of situations and across disciplines. Moreover, they contribute to educational attainment, relationships, employment, health, and well-being outcomes. The following six pan-Canadian global competencies can be developed over time.

- Critical thinking and problem solving
- Innovation, creativity, and entrepreneurship
- Learning to learn/self-awareness and self-direction
- Collaboration
- Communication
- Global citizenship and sustainability

Together they equip learners with the ability to meet the shifting and ongoing demands of life, work, and learning, to be active and responsive in their communities, to understand diverse perspectives, and to act on issues of global significance.

Health Literacy

Health literacy has been most often defined in the context of social and community health. PHE Canada has refocused health literacy towards the context of K–12/CEGEP education. Health literacy enables students to not only access quality and relevant health information, but also to analyze, assess, and apply it to their lives. The World Health Organization (2009) defines health literacy as “the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand, and use information in ways to promote and maintain good health”. Therefore being health literate means that students are able to see themselves as connected members of their community and be able to express how their health is related to that of larger groups.

Health literacy is a dynamic continuum upon which all people are moving. As young people move through their life journeys, they are better equipped to handle new situations and experiences that come their way—whether that be puberty or a global pandemic. Across this land many people are disproportionately affected by low health literacy. In context of these inequities and health disparities, health education is one of the key settings identified as a common denominator to address health literacy. Education plays an essential role in enhancing health literacy in young people as the skills, knowledge, and understanding for everyday living.



Intersectionality

Intersectionality is a framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It considers people's multiple identities and experiences in order to understand the complexity of barriers they face. This theory asserts that individuals are often simultaneously disadvantaged by multiple sources of oppression: their race, class, gender identity, sexual orientation, religion, and other identity markers (Elementary Teachers' Federation of Ontario).

Kimberlé Crenshaw first coined the term in 1989 to help explain how one's identity markers intersect and affect one's life experiences.

Land-Based Education

Land-based education encourages students to develop a connection with the land beyond their classroom. This engagement will better support the development of skills to live well—one of the many goals of physical and health and wellness education. Land-based education can be considered as a lifelong learning skill set, which enables students to develop and apply a particular skill set that will be with them for a lifetime. Indigenous Peoples have developed specific concepts, practices, and standards of care that are derived from and used on the land, which commonly aim to maintain spiritual, emotional, mental, and physical wellness.



Models-Based Practice

Models-based practice is an innovative approach to teaching and learning which leads to improved accommodations of learner needs across learning domains (e.g., affective, cognitive, psychomotor). Models-based practice is a student-centred approach to teaching and learning.

Models-based practice has been advocated as a path toward meaningful change in physical education both as a teaching approach and as a form of curriculum development. It could be considered an umbrella term for approaching teaching and learning through the implementation of multiple pedagogical models across a school year or program. The models-based practice approach is founded on the principle of placing learners' needs at the centre of all pedagogical decisions (PHE Canada).

Outdoor Education

Outdoor education is often a part of curricula across Canada. It can be taught on a camping trip or in remote areas, as well several of the skills can be taught within the school grounds or surrounding areas. In Canada, utilizing the outdoors for education is key to building healthy, resilient students who are both confident and competent in multiple environments. Canada has four very distinct seasons which provide students with a variety of different learning experiences, all year long. As stated by the Outdoor Council of Canada (2022), "if we truly want to prepare today's children to be healthy and active for life, we need to provide the experiences required to empower them to be outdoor literate."



Physical Literacy

Physical literacy is: “a disposition in which individuals have the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the life-course” (Whitehead, 2010).

Effective Physical Literacy praxis begins with a trained educator who seeks to establish a positive and motivating climate for learning. It features meaningful student experiences, empowers students and staff, and integrates curriculum. Critical attributes from physical literacy theory are seamlessly integrated and nurtured in all four domains: physical, cognitive, behavioural, and affective (Gleddie & Morgan, 2021).

Social Emotional Learning

Social and emotional learning is a dominant framework within 21st century education. Social and emotional learning is defined as “the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively” (Payton, et al., 2008). In this respect, social, emotional learning competencies can be seen as emotional intelligence that embodies respectful life skills, in their focus on managing emotions, solving problems effectively, and establishing good relationships with others (Sklad, et al., 2012).



The Collaborative for Academic, Social and Emotional Learning (CASEL) has identified 5 competencies that are interrelated and dependent upon one another: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

In addition, to the five core competencies articulated by CASEL, other frameworks have relevance. The My Ways Success framework for student success emphasizes helping students create their own path (Belfiore & Lash, 2017). For example, “wayfinding abilities” focus on navigating transitions, learning from failure, and building social capital. Other competencies related to social and emotional learning include self-direction and perseverance (e.g., initiative, flexibility and adaptability, grit and tenacity, self-control), positive mindsets (e.g., “I belong in this community. My ability and competence grow with my effort”), social skills and responsibility (e.g., interpersonal skills, leadership, ethics), communication and collaboration (e.g., ability to work effectively with diverse teams), and identify opportunities and set goals (e.g., self-awareness).

It is important to mention that the language of social and emotional learning has been noted by some to sound euro-centric and compliance-based resulting in the potential to indoctrinate euro-centric cultural norms. To progress together beyond this narrative and towards student success, social and emotional learning has been included with emphasis placed on affirming cultural and individual ways of doing and not compliance (Quinn, Grade 12).

Physical and Health Skills-Based Education

A skills-based education approach focuses on skill development and is grounded in theory (e.g., social cognitive theory and self-determination theory). The World Health Organization has promoted this approach which includes the following core skills: accessing, analysing, communicating, decision making, goal setting, self-managing, and advocating. Most of Canada’s health and wellness education curriculum guides are currently constructed around content areas. Developing health literacy through a skills-based education approach (rather than a content-focused approach) is a way to support students in developing competence.



Social Justice Education

Social justice education seeks to recognize and dismantle discriminatory actions and power imbalances such as colonialism, racism, sexism, homophobia, transphobia, classism, and ableism. PHE Canada is committed to supporting social justice, diversity, and inclusive education within physical education and health and wellness education. This commitment is shared by Vancouver School Board Trustee Jennifer Reddy who said in a CTV News interview (2020) that “anti-racism learning should be strengthened to include equity, diversity, and inclusion lessons and discussion within elementary health classes...What I’ve learned as a trustee from young people, young Black learners in our school district, is that they want to learn more from an elementary age and want their peers to learn more from an elementary age” (2020).

Teaching Games for Understanding

In a teaching games for understanding approach, children work through tactical gameplay problems, think through options and skills, and learn how to apply this learning to broader gameplay situations. A physical education program that supports empowerment provides opportunities for student agency and ownership, encourages the development of life skills; the attainment of personal goals, and engagement in disciplinary actions that maintain a caring relationship (Gano-Overway & Guivernau, 2014).



Teaching Personal and Social Responsibility

Teaching personal and social responsibility (Hellison, 2011) features a strong teacher–student relationship; empowering students; integrating responsibility into learning; and promoting transfer of responsibility (Poza et al., 2016). Teaching personal and social responsibility is designed to be student-centered and to build capacity for decision making. “Teachers build in opportunities for student choice and decision making and gradually offer more independence to students. Psychomotor and cognitive learning are not separate from social and personal responsibility, but rather, the three are woven together” (Lund & Kirk, 2019). Hellison’s model includes 5 goals: respecting the rights and feelings of others, participation and effort, self-direction, helping others and displaying leadership, and demonstrating responsibility outside of the learning environment.

Trauma Informed Approach

Throughout this manuscript consideration has been given to positioning the outcomes in a way that helps students to succeed in classrooms and elsewhere in their lives. Input from students reminds us that within health and wellness education there are many “touchy subjects”. Liam, (Grade 12), noted that many students have gone through traumatic situations and in the classroom, it can be very hard to openly share and make sure you don’t make sure you don’t make yourself or others feel uncomfortable. To be sure, using a trauma informed approach and focusing on building secure and caring relationships and strengthening students’ non-cognitive and social emotional learning skills is critical within the physical and health education subjects to support students as they move forward.

3. GLOSSARY

As a national document, it is important to ensure that terminology is clear. The language in your jurisdiction may be different from what is included in this document. Please use the following chart as a guide.

When we say... We mean...

Quality

- is comprised of well-planned and sequential learning opportunities that leads to the acquisition of information, skills and knowledge to lead active, healthy lives;
- is engaging, meaningful, enduring, and developmentally appropriate;
- is inclusive, and centered on diverse student experiences, intersectionalities, characteristics, motivations and interests;
- is centered on respect for whole self, others and the environment;
- is focused on a student-centered process of learning and growth;
- is anchored in evidence and practice-informed approaches, pedagogies, and assessments; and
- empowers students to make confident decisions, apply skills and take action to live well.

Competence

The motivation, knowledge/know how/ability to do something successfully or efficiently (Oxford Dictionary of English, 2015).

When we say... We mean...

Literacy

Competence or knowledge in a specified area.
(Oxford Dictionary of English, 2015).

Literacy can be defined as a person's ability to:

- Function in daily life, on the job, and in society
- Achieve one's goals
- Develop one's knowledge and potential (Quick Guide to Health Literacy)

Confidence

The feeling or belief that one can have faith in or rely on someone or something
(Oxford Dictionary of English, 2015).

Movement

To be inclusive, the word movement is used to reflect all acts or processes of moving. In doing so, the movement activity is left to the educator and students to choose in accordance to student needs, interests and contexts. It replaces traditional words like: physical activity, sports, daily physical activities, and recreation.

Well-being

Social, emotional, spiritual, and physical well-being as described by Thomas Falkenberg (2015) is to enjoy life, live a meaningful life, and have positive personal and communal relationships.

Well-becoming

Introduced by Thomas Falkenberg and suggesting that to live a flourishing life now (well-being) and in the future (well-becoming) requires skills, knowledge, and attitudes. Frank Deer, Professor, Associate Indigenous Education Dean, and Canada Research Chair at the University of Manitoba's Faculty of Education, Manitoba, through the review process introduced the concept of well-becoming as one that acknowledges the journey towards well-being as opposed to it being a normative and fixed state.

When we say... We mean...

Ajuinata is an Inuktitut term that relates to well-becoming roughly translates to “when confronted with adversity or things that are difficult, keep going, don’t give up, and make a commitment to continue to make changes” (Mary Simon, Canadian Governor General, 2022).

Healthy School Community

Healthy school
Health promoting school
Well-being school
Immersion School

Wholistic Wellness Schools
Health Promoting Schools
Culturally Sustaining Healthy School

Physical Education and Health and Wellness Education

Physical Education
Health Education
Health and Wellness Education
Health and Physical Education
PHE

Salutogenesis

Salutogenesis focuses on factors that support human health and well-being, rather than on factors that cause disease.

The term is from the Latin word ‘salus’ (health) and the Greek word ‘genesis’ (Bhattacharya, et al., 2020).

When we say... We mean...

Wholistic

Wholistic is used as a reflection of the meaning of the 'root word'.

The word "holistic" simply means addressing the whole person. This includes a person's physical, emotional, mental, social, spiritual, and financial health. Addressing the whole person in mind-body-spirit can bring out the healthiest, happiest version of ourselves. Holistic comes from and alludes to the word 'hole' (e.g. absence of something - deficit) while Wholistic reflects the root word 'whole' which is strengths based. In Québec, often the word global development is used in place of wholistic.

Living Well

Living well is a term selected to represent a multitude of different terms used to describe living a healthy and well life.

The concept of comprehensive health is common among different First Peoples across this land. Mino Bimaadiziwin is an Ojibway philosophy, capturing the concept of balancing the four elements of health: physical, mental, emotional, and spiritual. Miyuupimaatsiun is a Cree term for being alive well, responsible toward the land, able to hunt and fish on the land, to pursue traditional activities, have access to good food, appreciate life, and be in relation with other community members.

Bien-être is the French word for living well and means state resulting from the satisfaction of the needs of the body and the calm of the mind. In English, Living well is a wholistic concept that encompasses a balance of spiritual, emotional, mental, and physical components. Living well means you possess the energy to engage with life in a meaningful and fulfilling way. Aristotle's conclusion about the nature of happiness is in a sense uniquely a person's own.

Similar conceptions of a "good life" exist in several other areas around the world, for example, buen vivir or sumak kawsay for the Quechuas in Ecuador, kametsa asaiki for the Ashaninkas in Amazonia, tjukurpa for the Anangu people in Australia, hauora for the Māoris in New Zealand, Pura Vida in Costa Rica, and ubuntu in South Africa.

4. WRITING AND COMPETENCIES DEVELOPMENT TEAM

Melanie Davis

Melanie Davis has worked to empower children and youth across Canada and beyond for over 25 years. With both Bachelor in Social Development and Master degree in Leadership and Public Policy, Melanie focuses on inclusive and equitable activation to provide the systemic and practical supports children and youth need to succeed. Melanie brings a focus on every child, adolescent, and young adult having access to relevant learning experiences. As Executive Director of Physical and Health Education Canada, Melanie is a champion for ensuring every child and young person is empowered with knowledge, skills, and competencies to live well. Originally from Cornwall, England, Melanie lives on the traditional unceded territory of the Algonquin Anishnaabeg People in Ottawa with her partner, children, and pets.

Dr Douglas Gleddie

Doug Gleddie is a Professor at the University of Alberta and has dedicated his career to physical education, working with students to support joyful and meaningful movement. Doug works with a wide variety of educational and community-based settings in Canada and around the world. He is a founding member of the Healthy Schools Lab with research in narratives of physical education, school sport, physical literacy praxis, meaningful physical education, and teacher education.

Jacki Nysten

Jacki Nysten spent 42 years teaching physical and health education and contributing to curriculum development in Manitoba. She is a current board member and past-president of three terms with Physical and Health Educators of Manitoba (PHE MB) and is a former PHE Canada board member and past president of PHE Canada (2012–14). Jacki has been awarded the Outstanding Physical Educator Award and the Builder Award provincially, the National Award for Teaching Excellence and the National Health Issues award.

Dr Reginald Leidl

Reg Leidl's experience spans many roles within education: teacher, principal, curriculum writer, consultant, coach, and board member on provincial and national physical and health education associations and organizations in the province of Saskatchewan. Reginald has authored numerous articles related to physical literacy and physical education. He is currently the Executive Director of PHE Saskatchewan and a sessional lecturer for First Nations University of Canada and University of Regina

**Dr Pamela Rose
Toulouse**

Pamela Rose Toulouse is from the community of Sagamok First Nation. She is a proud Anishinaabe woman who comes from a long line of educators. Pamela was a Professor in the Faculty of Education (Concurrent English Language) at Laurentian University. She has since retired after 29+ years of service in education. Her areas of specialty continue to be inclusive education, classroom management, lesson planning, learning cycles, assessment/evaluation, technology, differentiated instruction, Indigenous Education and social justice collaborations. She is a 3M National Teaching Excellence Award Fellow, recipient of the Ontario Undergraduate Student Alliance Teaching Excellence Award and holds two other teaching excellence awards as well.

Dr Kellie Baker

Kellie Baker has been an educator for 27 years. Deeply passionate about supporting teachers and students, Kellie was co-founder and president of Newfoundland and Labrador's Health Education Council and has served on provincial Physical and Health Education policy committees and curriculum development teams. Kellie has also served on PHE Canada's Board of Directors, Council of Provinces and Territories and Research Council. Kellie is a contributing author of the 2020 return-to-school guidelines and is the lead writer for PHE Canada's Models-Based Practice e-learning module.

Lise Gillies

Lise Gillies is of Cree/Métis (English River FN/Métis Nation, Île-à-la-Crosse) and Swedish/Scottish descent. She spent ten years working in BC's largest school district (Surrey) in both Special Education and Aboriginal Education. It was there that she first witnessed the power of strengths-based programming for urban Indigenous youth. After supporting Team BC 16U Female volleyball to a silver medal at the 2017 North American Indigenous Games, Lise joined the BC Association of Aboriginal Friendship Centres in 2021 as well as the PHE Canada team. Lise lives in beautiful Cowichan Tribes Territory in Maple Bay with her husband, daughter, and parents.

Tricia Zakaria

Tricia Zakaria is the Director, Programs and Education at PHE Canada. She began her career delivering Physical and Health Education programs as an elementary school teacher. For the last 12 years, Tricia has been developing and delivering a variety of national education programs promoting active and healthy lifestyles among children and youth. She is passionate about ensuring the inclusion and equity of all children and youth. Tricia holds a Bachelor of Arts in Sociology and a Master of Education.

Dr Sylvie Beaudoin

Sylvie Beaudoin is a Full Professor at the University of Sherbrooke (Quebec). She leads the Professional Development Area of the Kino-Québec Research Chair on the Adoption of a Physically Active Lifestyle in School Contexts. She is interested in initial and continuing training in physical and health education teacher education, as well as in teaching personal and social responsibility. Member of the Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE), she is regularly involved in knowledge mobilization and transfer activities, especially with her PHE provincial association (Fédération des éducateurs et éducatrices physiques enseignants du Québec, FEEPEQ). Board member since 2019, she is particularly concerned about the inclusion of Francophone perspectives within the organization.

5. REVIEW TEAM

PHE Canada consulted with the following people on the Canadian Physical and Health Education Competencies, and would like to acknowledge them for their generous contribution of time and expertise:

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Carolyn Webb, Animator, Coalition for Healthy School Food, Ontario

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Jack Ommanney, Grade 12, Ontario

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