

Ministry of Education
and Training

The Ontario Curriculum
Grades 1-8

Health and Physical Education



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Note: This version of the document was updated on October 6, 2005, to incorporate the requirement for participation in sustained moderate to vigorous physical activity for a minimum of twenty minutes daily. These changes are being made available only in the versions of this document that are on the ministry's website, and are effective as of October 6, 2005.

Une publication équivalente est disponible en français sous le titre suivant : *Le curriculum de l'Ontario de la 1^{re} à la 8^e année – Éducation physique et santé, 1998.*

This publication is available on the Ministry of Education and Training's World Wide Web site at <http://www.edu.gov.on.ca>.

Introduction

The Purpose of *The Ontario Curriculum, Grades 1-8: Health and Physical Education, 1998*

Healthy active living involves a combination of physical activity and appropriate lifestyle choices. Students should begin early on to acquire basic knowledge about a wide variety of health-related topics and to develop relevant skills. They need to understand how their actions and decisions affect their health, fitness, and personal well-being, and how to apply their learning to make positive, healthy decisions in all areas of life and personal development. The school environment can profoundly influence students' attitudes, preferences, and behaviours.

Through the health and physical education curriculum, students will develop:

- an understanding of the importance of physical fitness, health, and well-being and the factors that contribute to them;
- a personal commitment to daily vigorous physical activity and positive health behaviours;
- the basic movement skills they require to participate in physical activities throughout their lives.

The achievement of the objectives of the health and physical education program will not only enhance each student's life but will also result in a healthier population. Students' knowledge of the importance of daily vigorous physical activity will also help them understand how such activity combats health risks such as obesity and heart disease.

A comprehensive approach to health and physical education emphasizes the shared responsibility of parents, peers, schools, health-care systems, government, the media, and a variety of other institutions and agencies. Meaningful health and physical education also requires safe, health-promoting environments, support services from the community, and a school curriculum that makes health a priority in the school.

This document replaces the sections of *The Common Curriculum: Policies and Outcomes, Grades 1-9, 1995* that relate to health and physical education. All health and physical education programs for Grades 1 to 8 will be based on the expectations outlined in this document.

The Role of Parents

Studies show that students perform better in school if their parents are involved in their education. Parents therefore have an important role to play in supporting their children's learning. By reading the curriculum, parents can find out what their children are learning in each grade and why they are learning it. This knowledge of the curriculum will enable parents to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Their knowledge of the expectations in each grade will also help parents interpret their children's report cards and work with teachers to improve students' learning. For this reason, parents are urged to read the expectations for all grades rather than just the particular grades their children are in.

Parents can also participate in parent conferences, work on school councils, and become involved in physical activities with their children. They should support classroom activities, promote and participate both in special events held within the school and in interschool activities, and promote healthy active living through their own habits and practices. They should also support healthy eating and take responsibility for developing their children's self-esteem.

The Role of Teachers

Teachers and students have complementary responsibilities. Teachers are responsible for developing a variety of appropriate instructional strategies that will involve students actively in the curriculum and at the same time address different student needs. They should bring enthusiasm to the classroom and should model healthy active living in their own lives to encourage students to recognize the value and relevance of what they are learning.

The Role of Students

Students have responsibilities with regard to their own learning, which increase as they advance through elementary and secondary school. Those willing to make the effort required and able to apply themselves soon learn that there is a direct relationship between achievement and hard work. Such students become motivated, self-directed learners.

Some students, however, find it more difficult to take responsibility for their learning because of special challenges they face. For these students, the attention, patience, and encouragement of teachers can be extremely important factors for success. Regardless of their circumstances, learning to take responsibility for their own progress and learning is an important part of education for all students.

Strands in the Health and Physical Education Curriculum

The curriculum's major areas of knowledge and skills are organized around three strands:

- **Healthy living** includes healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse.
- **Fundamental movement skills** include locomotion/travelling, manipulation, and stability.
- **Active participation** includes physical activity, physical fitness, living skills, and safety.

These strands combine the living skills (e.g., personal, interpersonal, communication, conflict-resolution, goal-setting, organizational, time-management, problem-solving, and decision-making skills) that all students require.

The Importance of Safety

Schools must develop procedures to ensure the highest possible level of safety, while allowing students to engage in a broad range of challenging activities. Safety guidelines should outline the practices to be followed for each activity, addressing questions related to equipment, clothing, facilities, special rules and instructions, and supervision. They should also reflect school board policies on how to conduct activities, and they should be reviewed on a regular basis. While all physical activity involves an element of risk, participants have an obligation to minimize that risk.

Concern for safety should be an integral part of curriculum planning and implementation. The primary responsibility for ensuring safe practices rests with the school district and its employees. Wherever possible, potential risks must be identified and procedures developed to prevent or minimize accidents or injuries. In a safe classroom, the teacher will be aware of up-to-date safety information, will observe students carefully, show foresight, and act quickly. By implementing safe instructional practices (e.g., logical teaching progressions and age-appropriate activities), educators can reduce risks and guard against accidents.

In a safe school, students will:

- follow established routines for physical activities (e.g., set procedures for entering and leaving the gym and changing clothes, warm-up and cool-down activities);
- wear clothing appropriate to activities (e.g., a hat for outdoor activities), wear appropriate footwear and ensure that shoelaces are tied, and remove jewellery when participating in physical activities;
- follow the instructions outlined for each activity (e.g., for starting and stopping);
- take age-appropriate responsibility (e.g., for the safe use of equipment) and necessary precautions (e.g., use a safety mat);
- follow rules and expectations pertaining to the setting for the activity (e.g., ski only in designated areas, follow playground rules);
- recognize and report unsafe situations and conditions;
- always play safely.

Attitudes in Health and Physical Education

Students' attitudes towards health and physical education can have a significant effect on their achievement of the expectations. To learn effectively and develop positive attitudes towards healthy active living, students should enjoy the skill-development and physical activities. They should also come to recognize the importance of observing safety procedures, respecting others, and being punctual. (These attitudes are incorporated into the specific expectations.)

The Use of Computers in the Health and Physical Education Curriculum

This curriculum provides students with opportunities to use software programs, the Internet, e-mail, and audio and visual technology for a variety of purposes. For example, students can use technology to record food choices over a period of time, measure nutrient intake, maintain a fitness profile, evaluate an individual's physical stages, monitor physical performance, and develop personal exercise programs. They can use the World Wide Web to access and research information on various health-and-fitness topics and issues.

Planning Student Programs

Teachers must provide a balanced program with a broad selection of activities. In doing so, they can combine expectations from more than one of the three strands to help students see the connections between physical skills and health concepts (e.g., that daily physical activity improves health and physical fitness).

Teachers must also ensure that the concepts and skills taught are appropriate to students' ages and stages of development, and to their perceptions, prior knowledge, attitudes, learning styles, and exceptionalities. They must use a variety of instructional approaches to ensure that all students are given every opportunity to learn and perform to their full potential.

This curriculum requires that students participate in sustained moderate to vigorous physical activity for a minimum of twenty minutes each day. This requirement can be met in a variety of ways, using school and community indoor and outdoor facilities.

Co-curricular programs. Where possible, the health and physical education curriculum will include both curricular and complementary cocurricular components. Intramural programs allow all students to participate in either same-sex or coeducational activities that are informal and not highly competitive. Interschool programs offer students opportunities to participate in more organized and competitive activities. Other recreational activities and clubs also provide opportunities for students with common interests and a desire to participate in physical activities in non-competitive settings. In planning and organizing the health and physical education curriculum, schools should use community organizations, facilities, and programs as resources to provide students with additional experiences and opportunities for physical activities.

Coeducational and segregated classes. Although all the curriculum expectations can be achieved in either coeducational or same-sex classes, some expectations can be addressed more effectively in same-sex settings. For example, discussions involving topics of a sensitive nature, especially those in the Healthy Living strand, can be uncomfortable for some students, but these same students might feel quite secure and comfortable discussing these topics in a same-sex setting. Similarly, when expectations related to skill development (particularly team-sport skills) are addressed, same-sex classes and groupings might encourage more students to become physically active and to participate in the interschool program, as well as in community activities. Teachers should base their decisions as to whether to teach in coeducational or segregated settings on the sensitivity of topics and students' needs.

Planning for the coeducational classroom. Acknowledgement of and respect for individual differences will encourage student participation and help students learn to collaborate with and respect others. They will also enhance students' competence, self-esteem, health, and well-being. The health and physical education program will address students' awareness of and esteem for each other. Strategies for encouraging this awareness and mutual respect among students include:

- providing opportunities for both male and female students to assume leadership roles;
- encouraging and respecting the interests and abilities of both genders;
- ensuring that responsibilities are shared equally by male and female students;
- expecting all students to be equally active participants;
- creating a class atmosphere that helps students develop consideration for, understanding of, and respect for each other.

Cross-curricular planning. Health and physical education are essential to the entire school curriculum. Studies show that students who participate in physical activity each day exhibit improved memory, concentration, and communication, problem-solving, and leadership abilities, which improve their learning in other subject areas. Such students also display more positive attitudes towards themselves, improved interpersonal behaviour, and a willingness to meet and deal with the challenges of daily life. Because active learning is so important for all students, the provincial curriculum requires a minimum of twenty minutes of sustained moderate to vigorous physical activity each day.

The development of skills and knowledge in the areas of health and physical education is related to learning in other subjects. When planning programs, teachers should emphasize such cross-curricular relationships by co-ordinating the teaching of related expectations. For example, in Grade 5, students could describe the short- and long-term effects of alcohol (health and physical education), learn about its properties (science and technology), and represent in a graph the results of a survey of a select group of people with regard to its use and abuse (mathematics). At the conclusion of the unit, students could be asked to report orally or in writing (language arts) on the impact of alcohol on people's lives.

Health and Physical Education for Exceptional Students

Recognizing the needs of exceptional students and providing appropriate programs and services for them are important aspects of planning and implementing the curriculum. Specific procedures are set out in legislation for the identification and placement of exceptional students. The needs of exceptional students are identified by an Identification, Placement, and Review Committee (IPRC).

When an IPRC identifies a student as exceptional, an Individual Education Plan (IEP) must be developed and maintained for that student. (It should be noted that an IEP may also be prepared for students with special needs who are receiving special education programs and/or services but who have not been identified as exceptional by an IPRC). An IEP defines the student's educational program as one that is based on and modified by the results of continuous assessment and evaluation. It identifies the student's specific learning expectations and explains how the school will address these expectations (for example, through appropriate programs and services, modifications in the regular program, and other accommodations). It also identifies the methods by which the student's progress will be reviewed.

In developing the student's IEP, consideration must be given to any recommendations made by the IPRC concerning programs and services that may be particularly appropriate for meeting the student's needs. Also, the school must consult with the parents of the student at the development stage. The IPRC's recommendations and the results of consultation between the parents and the school staff will form the basis of decisions concerning the ways in which the learning expectations set out in the provincial curriculum will be modified to meet the student's special needs. Once the IEP has been developed, the parents of the student must be provided with a copy.

Those involved in developing the IEP should work together on an ongoing basis to review the student's progress and make adjustments to the IEP as necessary. It is important that the school continue to keep parents informed about the program and the progress of the student, as parents can provide valuable support for their child's learning.

In health and physical education, exceptional students may need a variety of modifications both to the program itself and to the learning environment. These modifications may include:

- facilities that allow for the mobility of students with physical disabilities;
- equipment modifications that enable all students to perform to their full potential (e.g., increasing the length of a scoop handle to enable a student who uses a wheelchair to reach the floor);
- program modifications (e.g., altering the method of instruction);
- assessment and evaluation strategies that accommodate a variety of learning styles and needs;

- encouraging as much student participation as possible in planning, instruction, assessment, and evaluation;
- using support systems extensively.

The Use of Equipment and Facilities

Since equipment and facilities in individual schools will vary across the province, care has been taken in this curriculum to ensure that students can meet the expectations in a variety of settings and with a broad range of equipment. The curriculum stresses daily active participation in physical activities that do not necessarily require the use of a school gymnasium. Teachers are encouraged to use various school and community facilities for their programs – schoolyards, soccer fields, baseball diamonds, football fields, swimming pools, arenas – and to help students develop specific skills through a variety of activities. Exposure to these various settings will increase students' awareness of community facilities.

Teachers can use equipment to focus on students' specific skill development and to vary physical activities. When supplies are limited, teachers will have to be resourceful to ensure that each student has opportunities to use various types of equipment. For example, an activity that focuses on catching objects of various sizes and shapes could include the use of bean bags, tennis balls, beach balls, and Frisbees.

Teachers must provide specific instruction to students on the appropriate handling of equipment, ensure that equipment is in good repair and suitably organized, and take into account the height, weight, and ages of the students using the equipment.

Curriculum Expectations and Achievement Levels

The chart that follows identifies four categories of skills in health and physical education: understanding of concepts, movement skills, active participation, and communication of required knowledge. For each of these categories, there are four levels of achievement. These levels are brief descriptions of degrees of achievement that teachers will use as the basis for their assessment of each student's work.

Teachers should use the descriptions to identify the level at which a student has achieved a particular expectation, or a group of expectations, in the appropriate category of knowledge or skills. For example, if the student communicates most of the concepts taught, requires no encouragement to participate, and usually performs the skills as described, the student's achievement would be at level 3. The characteristics given for level 3 represent achievement that is considered to be the standard for the grade.

Although the main purpose of the chart is for assessing student achievement, teachers may also use it for other related purposes. For example, they could use it as a guide when observing students' performance or to explain the different levels of achievement to parents.

Achievement Levels: Health and Physical Education, 1-8

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
Understanding of concepts	The student:			
	– shows understanding of few of the required concepts taught with major errors or omissions;	– shows understanding of some of the required concepts taught with several minor errors or omissions;	– shows understanding of most of the required concepts taught with a few minor errors or omissions;	– shows understanding of all or almost all of the required concepts taught with practically no errors or omissions;
Movement skills (locomotion/travelling, manipulation, and stability)	The student:			
	– performs few of the required skills as described;	– performs some of the required skills as described;	– performs most of the required skills as described;	– performs all or almost all of the required skills as described;
	– rarely applies the required skills in other situations or activities;	– sometimes applies the required skills in other situations or activities;	– usually applies the required skills in other situations or activities;	– consistently applies the required skills in other situations or activities;
Active participation (level of active participation, fitness, fair play, safety, and living skills, including decision making, problem solving, conflict resolution, and goal setting)	The student:			
	– participates actively only with constant encouragement;	– participates actively, needing only occasional encouragement;	– requires no encouragement to participate actively;	– participates actively in a manner that encourages others to participate;
	– applies few of the required skills;	– applies some of the required skills;	– applies most of the required skills;	– applies all or almost all of the required skills;
	– requires constant reminders regarding safety procedures and the safe use of equipment and facilities;	– requires occasional reminders regarding safety procedures and the safe use of equipment and facilities;	– follows safety procedures and uses equipment and facilities safely;	– follows safety procedures and uses equipment and facilities safely, and encourages others to do so;
Communication of required knowledge	The student:			
	– communicates poorly, making many errors or omissions;	– communicates with some clarity, making some errors or omissions;	– communicates clearly and precisely, making few errors or omissions;	– communicates clearly and precisely, making no or almost no errors or omissions;
	– rarely uses appropriate terminology.	– sometimes uses appropriate terminology.	– usually uses appropriate terminology.	– uses appropriate and varied terminology.

Healthy Living

The healthy living strand will provide students with the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles, as well as to solve problems, make decisions, and set goals that are directly related to personal health and well-being. The four components of this strand are healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse.

Healthy eating. Topics related to healthy eating include nutrition, eating disorders, body image, and dental health. Students require knowledge to make healthy eating choices. Using this knowledge, they will examine their own food choices and eating patterns, and then make wise decisions and set appropriate goals. In later grades, students will learn more about the factors that affect healthy body weight and lead to eating disorders, and will increase their understanding of a healthy body image. Throughout the healthy living strand, the importance of healthy eating and regular physical activity is emphasized.

Growth and development. Growth and development education is more than simply teaching young people about the anatomy and physiology of reproduction. For example, growth and development education focuses on an understanding of sexuality in its broadest context – sexual development, reproductive health, interpersonal relationships, affection, abstinence, body image, and gender roles. Acquiring information and skills and developing attitudes, beliefs, and values related to identity and relationships are lifelong processes.

Parents and guardians are the primary educators of their children. As children grow and develop relationships with family members and others, they learn about appropriate behaviours and values, as well as about sexuality. They are influenced by parents, friends, relatives, religious leaders, teachers, and neighbours, as well as by television, radio, videos, movies, books, advertisements, music, and newspapers. School-based programs add another important dimension to a child's ongoing learning about sexuality.

The overall and specific expectations in this strand are age-appropriate and should be addressed with sensitivity and respect for individual differences. Because of the sensitive nature of these topics, parents or guardians must be informed about the content of the curriculum and time of delivery. Teachers and learners must develop a comfort level with these topics so that information can be discussed openly, honestly, and in an atmosphere of mutual respect. The “healthy sexuality” expectations should be addressed only after teachers have developed rapport with their students. Opportunities should be provided for segregated as well as coeducational instruction.

Personal safety and injury prevention. Personal safety and injury prevention are essential components of the healthy living strand. Education in these areas is critical for reducing children's injuries. Personal safety topics include bullying, peer assault, child abuse, harassment, and violence in relationships. Injury prevention topics include bicycle safety, seasonal safety rules, sun protection, home safety, fire safety, seat belt use, and first aid. The expectations address the knowledge and skills needed to reduce safety risks at home, at school, and in the community.

Students will become familiar with the support available to them within the family as well as with the agencies and services that provide support and help within the community. However, knowledge alone is not enough; students require the necessary skills to respond appropriately to situations that threaten their personal safety and well-being. Living skills such as conflict resolution, assertiveness, resistance and refusal techniques, and decision making will help them respond to situations effectively.

Substance use and abuse. Education is critical to the prevention of drug abuse. Parents, guardians, educators, and society in general all have key roles to play in educating students about drug use and abuse.

Alcohol and tobacco are the drugs most readily available to Ontario students, and smoking is the primary cause of preventable illnesses, disabilities, and premature deaths in Canada. The substance use and abuse learning expectations respond to these facts by focusing on an understanding of the effects of drugs – prescription drugs, non-prescription drugs, illicit drugs, tobacco, alcohol – and the consequences of their use. This knowledge is integrated with the development of a variety of living skills that help students make and maintain healthy choices.

By using problem-solving, decision-making, refusal, and assertiveness skills effectively, learners can select healthy, drug-free behaviours based on accurate information.

Healthy Living: Grade 1

Overall Expectations

By the end of Grade 1, students will:

- identify healthy eating habits;
- identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things;
- recognize safety risks and safe practices;
- recognize commonly used medicines and household products.

Specific Expectations

Students will:

Healthy Eating

- identify the food groups and give examples of foods in each group;
- suggest occasions (e.g., a bake sale, a class party) when they can choose healthy food snacks, and describe the factors affecting their choices (e.g., choices made because of allergies or culture);
- describe ways to care for their teeth;

Growth and Development

- describe simple life cycles of plants and animals, including humans;
- recognize that rest, food, and exercise affect growth;
- identify the major parts of the body by their proper names;

Personal Safety and Injury Prevention

- outline the potential safety risks in the home, school, and community (e.g., from fire or toys);
- describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them;
- identify people who can provide personal safety assistance (e.g., block parents) and explain how to access them (e.g., by phoning 9-1-1);

Substance Use and Abuse

- recognize that there are some medicines (e.g., cough syrup, nose drops) and other substances (e.g., vitamins) that help the body when used properly (safely);
- identify (e.g., from their symbols and labels) medicines and household products that are harmful to the body;
- employ decision-making skills to identify when and how medicines should be used (e.g., seeking out adult assistance).

Healthy Living: Grade 2

Overall Expectations

By the end of Grade 2, students will:

- identify healthy eating practices and use a decision-making model to make healthy food choices;
- describe parts of the human body, the functions of these parts, and behaviours that contribute to good health;
- outline safety rules and safe practices;
- describe the effects on the body of appropriate and inappropriate uses of medicines.

Specific Expectations

Students will:

Healthy Eating

- identify a balanced diet and apply decision-making skills to create menus for healthy meals;
- describe the importance of food to the body (e.g., for energy and growth);
- explain the negative effects of poor nutrition on healthy teeth and the importance of regular brushing and visits to the dentist;

Growth and Development

- distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender);
- describe how germs are transmitted and how this relates to personal hygiene (e.g., using tissues, washing hands before eating);
- identify the five senses and describe how each functions;

Personal Safety and Injury Prevention

- identify safety rules to be followed in the home, school, and community (e.g., electrical safety, schoolyard rules, bus safety);
- describe types of verbal and physical violence (e.g., name calling, kicking, hitting);
- explain the importance of being able to say no to exploitative behaviours (e.g., improper touching), and describe how to seek help;

Substance Use and Abuse

- describe the difference between prescription and non-prescription medicines;
- outline the safe use of medicines (e.g., the need for an adult to supervise the administration of medicines, taking proper dosages);
- use decision-making skills to identify healthy alternatives to drug use (e.g., fresh air and exercise can help relieve headaches).

Healthy Living: Grade 3

Overall Expectations

By the end of Grade 3, students will:

- describe the relationship among healthy eating practices, healthy active living, and healthy bodies;
- outline characteristics in the development and growth of humans from birth to childhood;
- list safety procedures and practices in the home, school, and community;
- describe what a drug is, list several examples (e.g., nicotine, caffeine, alcohol), and describe the effects of these substances on the body.

Specific Expectations

Students will:

Healthy Eating

- identify foods from different cultures and classify them by food groups;
- describe the benefits of healthy food choices, physical activity, and healthy bodies;
- describe a variety of ways to prevent tooth decay (e.g., brushing, making appropriate food choices, rinsing the mouth);

Growth and Development

- outline the basic human and animal reproductive processes (e.g., the union of egg and sperm);
- describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height);

Personal Safety and Injury Prevention

- explain relevant safety procedures (e.g., fire drills, railway-crossing and crosswalk procedures);
- use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community;
- identify examples of real and fictional violence (e.g., schoolyard fights, cartoons, movies);

Substance Use and Abuse

- define the term *drug* and identify a variety of legal and illegal drugs;
- identify nicotine (in cigarettes), caffeine (in coffee and colas), and alcohol as drugs;
- use decision-making skills to make healthy choices about drug use, and recognize the effects of various substances (e.g., nicotine, caffeine, alcohol) on the body.

Healthy Living: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size;
- identify the physical, interpersonal, and emotional aspects of healthy human beings;
- use living skills to address personal safety and injury prevention;
- identify the influences (e.g., the media, peers, family members) affecting the use of tobacco, as well as the effects and legalities of, and healthy alternatives to, tobacco use.

Specific Expectations

Students will:

Healthy Eating

- outline the factors that influence body shape and size (e.g., heredity, diet, exercise);
- analyse, over a period of time, their own food selections, including food purchases (e.g., “everyday food” versus “sometimes food”) and determine whether or not they are healthy choices;

Growth and Development

- describe the four stages of human development (infancy, childhood, adolescence, and adulthood) and identify the physical, interpersonal, and emotional changes appropriate to their current stage;
- identify the characteristics of healthy relationships (e.g., showing consideration of others’ feelings by avoiding negative communication);
- identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends;

Personal Safety and Injury Prevention

- apply decision-making and problem-solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting) and injury prevention (e.g., bicycle safety, road safety);
- identify people (e.g., parents, guardians, neighbours, teachers) and community agencies (e.g., Kids’ Help Phone) that can assist with injury prevention, emergency situations, and violence prevention;

Substance Use and Abuse

- identify the major harmful substances found in tobacco and explain the term *addiction*;
- describe the short- and long-term effects of first- and second-hand smoke, and identify the advantages of being smoke-free;
- apply decision-making and assertiveness skills to make and maintain healthy choices related to tobacco use, and recognize factors that can influence decisions to smoke or to abstain from smoking (e.g., the media, family members, friends, laws).

Healthy Living: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- analyse information that has an impact on healthy eating practices (e.g., food labels, food guides, care-of-teeth brochures);
- describe physical, emotional, and interpersonal changes associated with puberty;
- apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);
- identify the influences (e.g., the media, peers, family) affecting alcohol use, as well as the effects and legalities of, and healthy alternatives to, alcohol use.

Specific Expectations

Students will:

Healthy Eating

- explain the purpose and function of calories and the major food nutrients;
- identify critical content information on food labels (e.g., ingredients, calories, additives, fat content);
- describe the influence of the media on body image (e.g., shape and size);
- explain how changes in our bodies sometimes affect our eating habits (e.g., increased appetite during growth spurts);

Growth and Development

- identify strategies to deal positively with stress and pressures that result from relationships with family and friends;
- identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers;
- describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape);
- describe the processes of menstruation and spermatogenesis;
- describe the increasing importance of personal hygiene following puberty;

Personal Safety and Injury Prevention

- explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others;
- apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal-safety and injury-prevention situations (e.g., swarming, threatening, harassment);

Substance Use and Abuse

- describe the short- and long-term effects of alcohol use and abuse;
- apply decision-making skills to make healthy choices about alcohol use, and recognize factors (e.g., the media, family members, friends, laws) that can influence the decision to drink alcohol;
- demonstrate resistance techniques (e.g., avoidance, walking away) and assertiveness skills (e.g., saying no) to deal with peer pressure in situations pertaining to substance use and abuse.

Healthy Living: Grade 6

Overall Expectations

By the end of Grade 6, students will:

- explain how body image and self-esteem influence eating practices;
- identify the major parts of the reproductive system and their functions and relate them to puberty;
- use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others;
- identify the influences (e.g., the media, peers, family) affecting the use of cannabis and other drugs, as well as the effects and legalities of, as well as healthy alternatives to, cannabis and other drugs.

Specific Expectations

Students will:

Healthy Eating

- determine the influence of various factors (e.g., the media, family traditions, allergies) on personal food choices, body image, and self-esteem;
- analyse personal eating habits in a variety of situations (e.g., at home, in school, in restaurants);
- describe the benefits of healthy eating for active living;

Growth and Development

- relate the changes at puberty to the reproductive organs and their functions;
- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;

Personal Safety and Injury Prevention

- identify and describe appropriate methods for preventing and treating ailments (e.g., sunburn, minor cuts);
- identify the responsibilities associated with caring for themselves and others (e.g., while babysitting);

- describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media);

Substance Use and Abuse

- describe the short- and long-term effects of cannabis and other illicit drugs;
- determine influences (e.g., interpersonal, personal, legal, economic) on the use and abuse of tobacco and other drugs (e.g., alcohol, cannabis, LSD) and consider them as part of a decision-making process to make healthy choices;
- identify people and community agencies that support making healthy choices regarding substance use and abuse.

Healthy Living: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- relate healthy eating practices and active living to body image and self-esteem;
- describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex);
- explain how harassment relates to personal safety;
- apply living skills to deal with peer pressure related to substance use and abuse.

Specific Expectations

Students will:

Healthy Eating

- examine the effects of healthy eating and regular physical activity on body size and shape, and on self-esteem;
- describe how our body image influences our food choices;
- identify factors affecting healthy body weight (e.g., food intake, growth spurts, physical activity/inactivity);

Growth and Development

- explain the male and female reproductive systems as they relate to fertilization;
- distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization;
- identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them;
- use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;
- explain the term *abstinence* as it applies to healthy sexuality;
- identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors);

Personal Safety and Injury Prevention

- describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment);
- identify people and resources that can support someone experiencing harassment;

Substance Use and Abuse

- outline a variety of issues related to substance use and abuse (e.g., the effects of second-hand smoke; the impact of laws governing drug use, including the use of tobacco and alcohol);
- identify and categorize drugs as stimulants, depressants, and hallucinogens;
- apply a decision-making process to make informed choices regarding drug use;
- demonstrate strategies (e.g., saying no, walking away) that can be used to counter pressures to smoke, drink, and take drugs, and identify healthy alternatives to drug use.

Healthy Living: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- adopt personal goals that reflect healthy eating practices;
- identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);
- identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being;
- analyse situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance;
- apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.

Specific Expectations

Students will:

Healthy Eating

- analyse the effects of undereating (e.g., as a result of bulimia or sports dieting) and overeating (e.g., obesity) on health and well-being;
- identify ways to maintain a healthy body weight (e.g., physical activity);
- adopt personal food plans, based on nutritional needs and personal goals, to improve or maintain their eating practices;

Growth and Development

- explain the importance of abstinence as a positive choice for adolescents;
- identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS;
- identify methods used to prevent pregnancy;
- apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs;
- identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues;

Personal Safety and Injury Prevention

- analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;
- identify support services (e.g., the school guidance department, shelters, Kids' Help Phone) that assist victims of violence, and explain how to access them;

Substance Use and Abuse

- outline the possible negative consequences of substance use and abuse (e.g., fetal alcohol syndrome, effects of steroid use, accidents when drinking and driving);
- identify those school and community resources that are involved in education about substance use and abuse, and those involved in preventing and treating substance abuse;
- describe causes and symptoms of stress and positive ways (as opposed to substance use) to relieve stress;
- apply the steps of a decision-making process to address age-specific situations related to personal health and well-being in which substance use or abuse is one of the factors.

Fundamental Movement Skills

The movement skills are organized into three categories:

- **locomotion/travelling**, in which the body moves from one point to another (e.g., walking, running, skipping, hopping, galloping, chasing, fleeing, dodging)
- **manipulation**, which involves giving force to objects or receiving force from objects (e.g., throwing, catching, collecting, kicking, punting, dribbling, volleying, striking)
- **stability**, in which the body remains in place but moves around its horizontal or vertical axis (e.g., bending, stretching, twisting, turning, rolling, balancing, transferring weight, curling up, landing from a jump)

These basic movement skills are the foundation of all physical activity and are essential both to an individual's development of effective motor skills and to the application of these skills in a wide variety of physical activities. Since the skills can also enhance students' interpersonal, cognitive, and emotional development, it is critical that the health and physical education program be inclusive, engaging all students irrespective of their gender, background, or ability.

When fun and enjoyment are part of skill development and physical activity, students are more likely to develop positive attitudes towards healthy active living.

Students will develop skills related to the following four principles of movement:

- body awareness (*what* parts the body moves)
- space awareness (*where* the body moves, e.g., location, direction, or level)
- effort (*how* the body moves, e.g., fast or slow, with strong or light force, or bound or free)
- relationship (*with whom* or *with what* the body moves, e.g., with people or with objects)

Movement principles and skills must be taught in association with other activities. They must also be taught in the proper progression and through age-appropriate activities.

Research into motor development indicates that learners acquire new fundamental movement skills (motor skills) most successfully during the preschool and elementary years as students' neurological pathways are developing rapidly during this period and are receptive to the development of fundamental movement patterns and basic skills. When young children enter school, their movements are often awkward and lacking in fluidity. In the early school years, they gain necessary co-ordination and control over their movements. They can then refine, extend, and apply these patterns to more complex skills during later childhood, adolescence, and adulthood. For example, the basic skill of throwing an object overhand can be transferred to a tennis serve or badminton smash.

Movement skills must be taught; they are not acquired simply through activities of various sorts. As well, mature movement skills do not result from physical maturation alone; rather, they must be continually refined and combined with other movement skills in a variety of physical activities.

Safety must be an integral part of the health and physical education program. While teachers have the ultimate responsibility for matters related to supervision, equipment, facilities, and procedures, students must take some responsibility for their own safety, beginning at a very young age. Following procedures, using equipment as instructed, and wearing appropriate attire are some ways in which students can contribute to their safe participation in physical activity. Safety is addressed in the overall expectations for each grade and is implicit in all of the specific expectations. Students must fulfil each expectation safely and responsibly without putting themselves and others at risk.

Fundamental Movement Skills: Grade 1

Overall Expectations

By the end of Grade 1, students will:

- perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., galloping, running), manipulation (e.g., throwing, catching), and stability (e.g., jumping, landing);
- demonstrate the principles of movement (e.g., in various directions, alone, with others, at various speeds) using locomotion/travelling, manipulation, and stability skills.

Specific Expectations

Students will:

Locomotion/Travelling Skills

- travel in a variety of ways (e.g., leap, gallop) in different directions in response to signals (e.g., stop or go signals);
- travel in a variety of ways using different pathways (e.g., straight, curved, or zigzag pathways in creative dance);

Manipulation Skills

- throw objects of various sizes and shapes underhand, using one or two hands and large targets (e.g., toss a bean bag through a hoop);
- catch objects of various sizes, shapes, and textures below the waist and using two hands (e.g., catch a utility or beach ball);
- bounce, while stationary, a ball with one hand;

Stability Skills

- jump forward with control, using a variety of take-offs and landings;
- demonstrate basic static balances (e.g., stork balance) without equipment;
- transfer their weight from one body part to another.

Fundamental Movement Skills: Grade 2

Overall Expectations

By the end of Grade 2, students will:

- perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., skipping, hopping), manipulation (e.g., throwing, bouncing), and stability (e.g., balancing, twisting);
- demonstrate the principles of movement (e.g., at various levels, in relationship to equipment, using different body parts) using locomotion/travelling, manipulation, and stability skills.

Specific Expectations

Students will:

Locomotion/Travelling Skills

- travel and change from one kind of locomotion/travelling movement to another (e.g., hopping to skipping);
- travel in a variety of ways, changing pathways and directions (e.g., in creative dance, dances from other countries);

Manipulation Skills

- kick a stationary ball, using either foot, to a partner or to a large target;
- dribble a ball over a short distance, using their feet;
- bounce a ball while moving, using either hand;

Stability Skills

- jump and land safely, using take-off combinations of one or two feet;
- balance on a variety of body parts, on and off equipment, while stationary and moving (e.g., balancing on a bench without moving, walking forward on a bench);
- transfer their body weight over low equipment in a variety of ways (e.g., from feet to hands to feet).

Fundamental Movement Skills: Grade 3

Overall Expectations

By the end of Grade 3, students will:

- perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., dodging, chasing), manipulation (e.g., striking, hitting), and stability (e.g., balancing on equipment, performing rolls);
- demonstrate the principles of movement (e.g., in various body shapes; using sudden, sustained, fast, or slow movements) using locomotion/travelling, manipulation, and stability skills.

Specific Expectations

Students will:

Locomotion/Travelling Skills

- combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (e.g., selecting two ways to travel on a bench while performing a change in direction and level);
- travel in various ways, and dodge stationary objects or opponents;

Manipulation Skills

- throw a ball overhead using two hands, while stationary, to a large target or a stationary partner;
- catch, while stationary, objects of various sizes and shapes using two hands both above and below the waist (e.g., catch a nerf ball);
- hit a slowly moving object (e.g., a ball or a balloon) using various parts of the body, directing it to a partner or a large target;

Stability Skills

- jump for distance or height over low objects;
- balance in different positions, using different body parts and levels (e.g., on and off gymnastics equipment, responding to stimuli in creative dance);
- move their bodies in various ways (e.g., over, under, through, and around equipment).

Fundamental Movement Skills: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- perform the movement skills required to participate in lead-up games, gymnastics, dance, and outdoor pursuits: locomotion/travelling (e.g., sliding, gliding), manipulation (e.g., kicking, trapping), and stability (e.g., putting their weight on different body parts);
- demonstrate the principles of movement in acquiring and then beginning to refine movement skills (e.g., combining directions and levels in sequence).

Specific Expectations

Students will:

Locomotion/Travelling Skills

- combine locomotion/travelling skills in repeatable sequences, incorporating a variety of speeds and levels (e.g., in novelty dances, co-operative games);

Manipulation Skills

- throw, both while stationary and while moving, a ball using a one-hand overhand motion to a partner or large stationary target, or pass (hand off) and receive an object (e.g., relaying a baton);
- stop an object with the lower part of the body or with a piece of equipment (e.g., trapping a ball or disc with the foot or a piece of equipment);

Stability Skills

- balance safely in a variety of static positions;
- grip, hang, and swing from equipment;
- jump from a low height, using a variety of turns, shapes, and directions.

Fundamental Movement Skills: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- perform the movement skills required to participate in games, gymnastics, dance, and outdoor pursuits alone and with others: locomotion/travelling (e.g., running in patterns in game activities), manipulation (e.g., catching, throwing), and stability (e.g., transferring their weight);
- demonstrate the principles of movement while refining their movement skills (e.g., matching the movements of a partner in a sequence).

Specific Expectations

Students will:

Locomotion/Travelling Skills

- perform a combination of locomotion/travelling movements, incorporating a variety of speeds, in relationship to objects or others (e.g., square dancing, dodging or faking to escape or deceive an opponent);

Manipulation Skills

- catch, while moving, objects of various sizes and shapes (e.g., balls, Frisbees) using one or two hands;
- use a piece of equipment to send and receive an object to a partner or a target (e.g., propel a ball with a scoop, hit a badminton bird with a racquet, pass a ball using a floor-hockey stick);
- stick-handle an object (e.g., a ball, a disc) while moving in different directions and at different speeds, alone or with a partner;
- hit a ball with various parts of the body (e.g., heading a soccer ball);

Stability Skills

- perform a sequence of movements (e.g., rolling, balancing, jumping, landing);
- perform rotations, both single rolls and rolls in sequence, in a variety of directions on mats;
- transfer body weight in a variety of ways, using changes in direction and speed;
- dismount safely from equipment (e.g., from a bench or box-horse).

Fundamental Movement Skills: Grade 6

Overall Expectations

By the end of Grade 6, students will:

- perform movement skills in the kind of combinations that are required in a variety of modified games, gymnastics, dance, and outdoor pursuits: *locomotion/travelling* (e.g., running, jumping, and hopping in combination, as performed in basketball or in a triple jump), *manipulation* (e.g., stepping sideways to get in position to bump or volley a ball, as performed in volleyball), and *stability* (e.g., running and jumping and landing, as in long jump);
- demonstrate the principles of movement while refining movement skills (e.g., combining body shapes and movements with changes in direction as in a dance or gymnastics routine).

Specific Expectations

Students will:

Locomotion/Travelling Skills

- perform a combination of locomotion/travelling skills using equipment (e.g., navigating through obstacle courses, skiing, skating);
- demonstrate a variety of running techniques (e.g., sprints, cross-country runs);

Manipulation Skills

- kick balls of various sizes and shapes for distance and accuracy (e.g., punt a football, kick a soccer ball);
- throw an object overhand or side arm, using the dominant hand, to a target or a partner for distance and accuracy;
- demonstrate goal-tending skills (e.g., blocking, trapping, catching, clearing) with or without a piece of equipment;

Stability Skills

- jump for height (e.g., vertical wall jump);
- perform locomotion/travelling and stability skills in combination (e.g., use a sprint approach and jump for distance, as in long jump);
- perform a variety of springing actions (e.g., spring into vertical rotations such as quarter-turns on the floor or springs to mounts on equipment).

Fundamental Movement Skills: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- combine a variety of movement skills (locomotion/travelling, manipulation, and stability) in games, gymnastics, dance, and outdoor pursuits (e.g., basketball, flag football, gymnastics floor routines, novelty dances like the Alley Cat, orienteering);
- apply the principles of movement while refining movement skills (e.g., running into an open space to elude an opponent in soccer).

Specific Expectations

Students will:

Locomotion/Travelling Skills

- perform locomotion/travelling, manipulation, and stability skills in combination (e.g., in high jump: approaching the bar, taking off, and landing);
- move to external stimuli, using a variety of steps, sequences, directions, and hand actions (e.g., square dancing, doing fitness routines);

Manipulation Skills

- send an object to a partner, to a target, or over a net, using a serve, an underhand throw or pass, or an overhand throw or pass (e.g., a volleyball underhand serve, underhand bump pass, or overhand volley pass);
- perform a variety of throws, passes, and shots after a faking motion;
- intercept objects (e.g., balls, Frisbees) while moving in various directions and at different speeds;
- pass an object to a moving partner (e.g., using a chest pass, bounce pass, two-hand overhead pass, one-hand overhead pass) for distance and accuracy;

Stability Skills

- balance while moving from one static position to another on the floor and on equipment (gymnastics, dance);
- dismount from equipment and land safely and in control;
- transfer their body weight to get over pieces of apparatus (e.g., vaulting).

Fundamental Movement Skills: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- apply a variety of movement skills in combination and in sequence (locomotion/travelling, manipulation, and stability) in physical activities (e.g., dance) and formal games (e.g., badminton, soccer);
- apply the principles of movement while refining movement skills (e.g., dribbling a ball quickly and slowly in basketball).

Specific Expectations

Students will:

Locomotion/Travelling Skills

- apply locomotion/travelling, manipulation, and stability skills in combination and in sequence in specific physical activities (e.g., in volleyball: moving into a ready position to contact the ball);

Manipulation Skills

- throw, pass, or shoot an object (e.g., a ball) to a partner or a target while being defended;
- shoot an object at a target (e.g., a basket or a goal) for distance and accuracy;
- hit an object (e.g., a ball or badminton bird) using the hand or a piece of equipment, using backhand and forehand motions;
- dribble a ball, using the dominant hand or foot, in different directions and at different speeds, while being defended;
- perform movement skills in sequence (e.g., shoot or pass a ball from a dribble);

Stability Skills

- balance in control while moving on and off equipment (e.g., step aerobics);
- perform rolls and balances in sequence (e.g., consecutive straddle rolls to a front support balance);
- perform rotations on equipment (e.g., front roll on a bench).

Active Participation

Daily vigorous physical activity must become part of each child's routine and way of life. The health and physical education program, which includes vigorous physical activity for all learners throughout the school year, will help children to become fit, independent learners; to develop interpersonal skills by interacting with others; and to relate fitness activities to healthy, productive lives. The four components of this strand are physical activity, physical fitness, living skills, and safety.

Students are expected to participate vigorously on a regular basis in a wide range of physical activities. Also, students are required to participate in sustained moderate to vigorous physical activity for a minimum of twenty minutes each day in order to improve or maintain their physical fitness.* This requirement is reflected in a curriculum expectation included in every grade in this strand.

Physical activity. Participation in physical activity provides students with a variety of opportunities for increasing their self-esteem and developing positive interpersonal skills and attitudes, including practices of fair play and respect for others. Students, individually and in groups, should be strongly encouraged to participate daily in a wide variety of physical activities – dance, gymnastics, aquatics, and fitness and recreational activities (where facilities permit) – and to become increasingly responsible for their own daily physical activity.

Especially where facilities are limited and must be shared by large numbers of students, the scheduling of regular physical education classes will require some creativity (e.g., twenty-minute as opposed to thirty-minute gym periods, the use of portables) and the use of alternative venues, such as parks, fields, and nearby community facilities.

Physical fitness. Teachers must use a variety of methods to encourage students to develop such aspects of physical fitness as flexibility, agility, co-ordination, strength, balance, and, especially, cardiovascular respiratory endurance. As levels of fitness improve, the duration of vigorous activity must be regularly increased. Students will become involved in assessing their own fitness levels, setting personal goals, and developing plans to achieve them.

Living skills. The development of living skills (e.g., decision-making, goal-setting, communication, time-management, organizational, problem-solving, conflict-resolution, and interpersonal skills) is an integral part of all aspects of the physical and health education curriculum, but particularly of this strand. The program will help students to combine these living skills with physical activity and fitness skills, and to apply these skills in ways that will be useful throughout their lives.

Safety. Safety must be an integral part of the program. While teachers have responsibility for matters related to supervision, equipment, facilities, and procedures, students must take some responsibility for their own safety at a very young age. Following procedures, using equipment as instructed, and wearing appropriate attire are some ways in which students can contribute to their safe participation in physical activity. Safety is addressed in the overall expectations and is implicit in all of the specific expectations for each grade. Students must fulfil each expectation safely and responsibly without putting themselves and others at risk.

*This requirement is effective as of October 6, 2005.

Active Participation: Grade 1

Overall Expectations

By the end of Grade 1, students will:

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance, fitness activities, outdoor pursuits);
- recognize the importance of being physically active;
- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits);
- follow safety procedures related to physical activity, equipment, and facilities.

Specific Expectations

Students will:

Physical Activity

- participate vigorously in all aspects of the program (e.g., physical activity centres, dancing to music, tag games);
- display readiness to participate in the instructional program (e.g., joining in readily, wearing appropriate clothing, removing jewellery);
- follow instructions, pay attention, and attempt new activities;

Physical Fitness

- participate in sustained moderate to vigorous physical activity (e.g., animal-walk fitness circuit) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures;
- recognize that the heart is always beating and pumping blood to the muscles and the rest of the body, and that increased activity increases both the work of the heart and the speed of breathing;

Living Skills

- participate in class or small-group discussion activities related to physical activity (e.g., goal setting through a theme-related activity such as a walk-run to the Olympics);
- work co-operatively with others (e.g., sharing equipment, helping others);
- demonstrate respect for others in group situations (e.g., being courteous, speaking kindly).

Active Participation: Grade 2

Overall Expectations

By the end of Grade 2, students will:

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance);
- recognize the personal benefits of being physically active;
- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits);
- follow safety procedures related to physical activity, equipment, and facilities.

Specific Expectations

Students will:

Physical Activity

- participate vigorously in all aspects of the program (e.g., individual and group activities, dancing to music, co-operative games);
- identify the reasons for participating in regular physical activity;
- display readiness to participate in the instructional program (e.g., taking out and putting away equipment, joining in readily, wearing appropriate clothing, and applying sun protection when necessary);
- stay on task, follow instructions, pay attention, and see tasks through to completion;

Physical Fitness

- participate in sustained moderate to vigorous physical activity (e.g., an aerobics routine) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures;
- explain the importance of stretching the large muscle groups through warm-ups before physical activity;

- recognize that the body needs activity for sustained amounts of time to improve the strength of the heart and lungs;
- assess their degree of exertion in physical activities (e.g., by calculating their heart beat or breathing rate);

Living Skills

- participate in personal or group goal setting related to physical activity (e.g., to bring proper clothing for gymnastics, to bench step for two minutes);
- demonstrate appropriate interpersonal skills and respectful behaviour (e.g., displaying etiquette, playing fairly, co-operating) in physical activities;
- provide help to and ask for help from group members.

Active Participation: Grade 3

Overall Expectations

By the end of Grade 3, students will:

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., skipping to music);
- recognize the personal benefits of being physically active;
- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits);
- follow safety procedures related to physical activity, equipment, and facilities.

Specific Expectations

Students will:

Physical Activity

- participate vigorously in all aspects of the program (e.g., tag games, outdoor pursuits);
- demonstrate an awareness of the importance of being physically active in their leisure time;
- describe the health benefits of participating in regular physical activity (e.g., developing a strong heart and lungs);

Physical Fitness

- participate in sustained moderate to vigorous physical activity (e.g., power walking) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures;
- identify the new capabilities (skills) that result from improved physical fitness (e.g., being able to run farther, requiring shorter rest periods);
- assess their degree of exertion in physical activities (e.g., by taking a “talk test”);

Living Skills

- adopt an action plan based on an individual or group goal related to physical activity (e.g., power walking for one kilometre three times a week);
- demonstrate respect for the abilities and feelings of others (e.g., accepting everyone into the group);
- follow the rules of fair play in games and activities (e.g., giving everyone a chance to play);
- communicate positively to help and encourage others.

Active Participation: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., tag games);
- identify the benefits of physical fitness;
- apply living skills – such as goal setting, conflict-resolution techniques, and interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully) – to physical activities (e.g., games, gymnastics, dance, outdoor pursuits);
- demonstrate a variety of interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully);
- follow safety procedures related to physical activity, equipment, and facilities.

Specific Expectations

Students will:

Physical Activity

- participate vigorously in all aspects of the program (e.g., lead-up games, creative dance);
- identify the factors that motivate participation in daily physical activity (e.g., fun, improved health, increased energy level);

Physical Fitness

- improve their fitness levels by participating in sustained moderate to vigorous physical activity (e.g., line dancing) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures;
- recognize that the health of the heart and lungs is improved by physical activity (e.g., aerobics activities to music);
- recognize that muscle strength and endurance increase with exercise and physical activity;

- monitor their pulse rates before and after physical activity (e.g., locate and compare their pulses before and after taking part in physical activity, and explain the reasons for differences in pulse rates);

Living Skills

- use a goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare an action plan, decide who can help, and identify how to know when the goal has been reached) related to physical activity;
- follow the rules of fair play in games and activities (e.g., displaying good sports etiquette by maintaining self-control whether winning or losing);
- demonstrate respectful behaviour towards others in the group (e.g., speaking kindly, refraining from hurtful comments, acknowledging others' ideas and opinions).

Active Participation: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., one-on-one or two-on-two soccer-type games);
- identify the components of physical fitness and describe physical activities that improve these components;
- apply living skills (e.g., goal setting, conflict-resolution techniques, and interpersonal skills that contribute to positive group interaction) to physical activities (e.g., games, gymnastics, dance, outdoor pursuits);
- follow safety procedures related to physical activity, equipment, and facilities.

Specific Expectations

Students will:

Physical Activity

- participate vigorously in all aspects of the program (e.g., gymnastic stations, fitness circuit);
- describe the factors that motivate participation in daily physical activity (e.g., seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities;

Physical Fitness

- improve their fitness levels by participating in sustained moderate to vigorous physical activity (e.g., rope skipping to music) for for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures;
- describe the components of physical fitness and relate each component to an appropriate physical activity (e.g., cardiorespiratory – skipping; muscle endurance – abdominal crunches; muscle strength – push-ups; flexibility – sit and reach);
- assess their progress in fitness-enhancing activities at regular intervals (e.g., weekly monitoring of their pulses before and after running or completing exercise circuits);

Living Skills

- incorporate time-management and organizational skills in the goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare an action plan, decide who can help, and identify how to know when the goal has been reached) related to physical activity or personal fitness;
- follow the rules of fair play in games and activities (e.g., by displaying sports etiquette, by encouraging others with positive comments).

Active Participation: Grade 6

Overall Expectations

By the end of Grade 6, students will:

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., rope skipping to music);
- apply living skills, including interpersonal skills, in physical activities (e.g., games, gymnastics, dance, outdoor pursuits) and describe the benefits of using these skills in a variety of physical activities;
- follow safety procedures related to physical activity, equipment, and facilities, and begin to take responsibility for their own safety.

Specific Expectations

Students will:

Physical Activity

- participate vigorously in all aspects of the program (e.g., cross-country running, co-operative games);
- describe the factors that motivate participation in daily physical activity (e.g., the influence of friends, enthusiasm for the outdoors) and begin to consider them when making their own choices of physical activities;

Physical Fitness

- improve their personal fitness levels by participating in sustained moderate to vigorous physical activity (e.g., Ultimate Frisbee) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures;
- assess their progress in fitness-enhancing activities at regular intervals (e.g., daily, weekly, or monthly monitoring of their pulses before and after active games, stretching, or push-ups);

Living Skills

- implement and revise as required plans of action to achieve personal fitness goals;
- follow the rules of fair play in games and activities, and support the efforts of peers to improve their skills.

Active Participation: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., power walking, hiking);
- identify the benefits of each component of physical fitness (e.g., cardiorespiratory fitness – healthy heart and lungs);
- apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict-resolution techniques) in physical activities (e.g., games, gymnastics, dance, music, outdoor pursuits);
- transfer appropriate interpersonal skills (e.g., exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities;
- follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for their own safety.

Specific Expectations

Students will:

Physical Activity

- participate vigorously in all aspects of the program (e.g., three-on-three basketball, aerobics);
- apply the factors that motivate their daily activities (e.g., competing, attaining improved fitness levels) to their personal action plans;

Physical Fitness

- improve or maintain their personal fitness levels by participating in sustained moderate to vigorous fitness activity for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures;
- identify the training principles that affect their fitness levels (e.g., frequency, intensity, time, and type – F.I.T.T.);
- assess their own levels of physical fitness on an ongoing basis, comparing with past performances, and apply the information to their personal goals;

Living Skills

- apply a goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare an action plan, determine and access sources of support, and identify how to know when the goal has been reached) to short-term goals related to physical activity or personal fitness;
- participate fairly in games or activities (e.g., accepting and respecting decisions made by officials, whether they are students, teachers, or coaches).

Active Participation: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., aerobics to music);
- apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict-resolution techniques) in physical activities (e.g., games, gymnastics, dance, outdoor pursuits);
- transfer appropriate interpersonal skills (e.g., exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities;
- follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for personal safety.

Specific Expectations

Students will:

Physical Activity

- participate vigorously in all aspects of the program (e.g., indoor soccer, cricket);
- apply the factors that motivate their daily activities (e.g., health benefits, interpersonal interaction) to positively influence others (e.g., family, friends, members of the community) to become physically active;

Physical Fitness

- improve or maintain their fitness levels by participating in sustained moderate to vigorous fitness activity for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures;
- assess their personal levels of physical fitness on an ongoing basis comparing to past performances, and apply the information to their short- and long-term goals;

Living Skills

- apply a goal-setting process (e.g., set a realistic goal, identify and address barriers, prepare an action plan, determine and access sources of support, and identify how to know when the goal has been reached) to short- and long-term goals related to physical activity or fitness;
- demonstrate respectful behaviour towards the feelings and ideas of others;
- follow the rules of fair play and sports etiquette in games and activities (e.g., maintaining self-control whether winning or losing).

Explanatory Notes

The following definitions and explanations of terms are intended to help teachers and parents use this document.

abstinence. A conscious decision to refrain from sexual intercourse.

active living. A way of life in which physical activity is valued and integrated into daily life.

assessment. The gathering of data about a student's progress.

balanced diet. Healthy eating based on the four food groups.

etiquette. Respect for the rules of the game and for competitors.

fair play. Respect and just and equal treatment for all.

fertilization. A union of female and male reproductive cells that results in a new life.

fitness (physical). A state of well-being that (a) allows people to perform daily activities with vigour; (b) reduces the risk of health problems related to lack of exercise; and (c) establishes a fitness base for participation in a variety of physical activities.

fitness components. Flexibility, agility, cardiovascular health, balance, power, and strength.

F.I.T.T. Fitness, intensity, time, and type.

injury prevention. Most injuries are preventable. Education reduces the risk of injuries for children and youth by focusing on safe practices.

leisure. Unstructured, free time used for the pursuit of personal interests; time at one's own disposal.

living skills. Lifetime skills that enhance personal well-being. Living skills include problem-solving, decision-making, communication, and conflict-resolution skills.

locomotion/travelling skills. Skills used to move the body from one point to another.

manipulation skills. Movement skills that involve giving force to objects or receiving force from objects (e.g., throwing, catching, collecting, kicking, punting, dribbling, volleying, striking).

movement skills. The movement skills of locomotion/travelling, manipulation, and stability form the foundation of all physical activity.

personal goal-setting process. This process can include: (a) setting a realistic goal; (b) identifying and addressing barriers; (c) preparing an action plan; (d) deciding who can help; and (e) identifying the factors that indicate that the goal has been reached.

safe practices. Safety rules and procedures defined for each activity in the instructional program.

stability skills. Skills in which the body remains in place but moves around its horizontal or vertical axis (e.g., bending, stretching, twisting, turning).

stages of physical development. Physical changes through life; a progression of development based on chronological years.

static movement. A stationary position with no transfer of energy.

strands. The key components of a specific subject area.

vigorous physical activity. The degree to which an activity is vigorous is directly related to its ability to raise the heart rate and maintain this increase for a sustained period of time. Vigorous physical activities are aerobic in nature, enhancing the health of the heart and lungs. The amount of time required for a vigorous activity is dependent on age and stage of development.

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