

# The Ontario Curriculum: Health and Physical Education, Grades 1-12

The focus of the Health and Physical Education (H&PE) curriculum is to help students develop a commitment and a positive attitude to lifelong healthy active living and the capacity to live satisfying, productive lives. Health and physical education teachers have the opportunity to help students develop critical living skills that will make a long-lasting impact.

At the heart of the Health and Physical Education Curriculum are the goals that students will:

- Experience the joy of movement;
- Maintain and improve physical fitness which results in improved learning in all subject areas;
- Understand that making healthy choices leads to living a full and balanced life;
- Develop a personal commitment to daily physical activity;
- Develop skills to support life-long participation in physical activity.

The Ontario Curriculum, Health and Physical Education (grades 1-8, 9-10, 11-12 policy documents) provides the framework for Health and Physical Education programs at the elementary and secondary levels.

## Source:

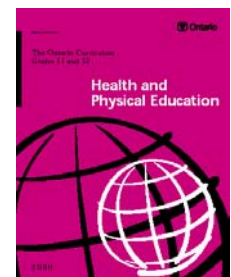
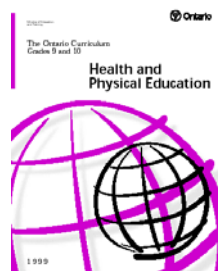
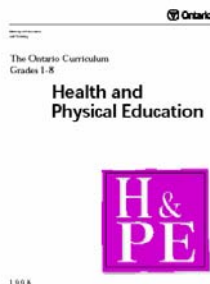
*The Ontario Curriculum, grades 1-8 Health and Physical Education, 1998*  
*The Ontario Curriculum, grades 9-10 Health and Physical Education, 1999*  
*The Ontario Curriculum, grades 11-12 Health and Physical Education, 2000*

## Elementary Health and Physical Education

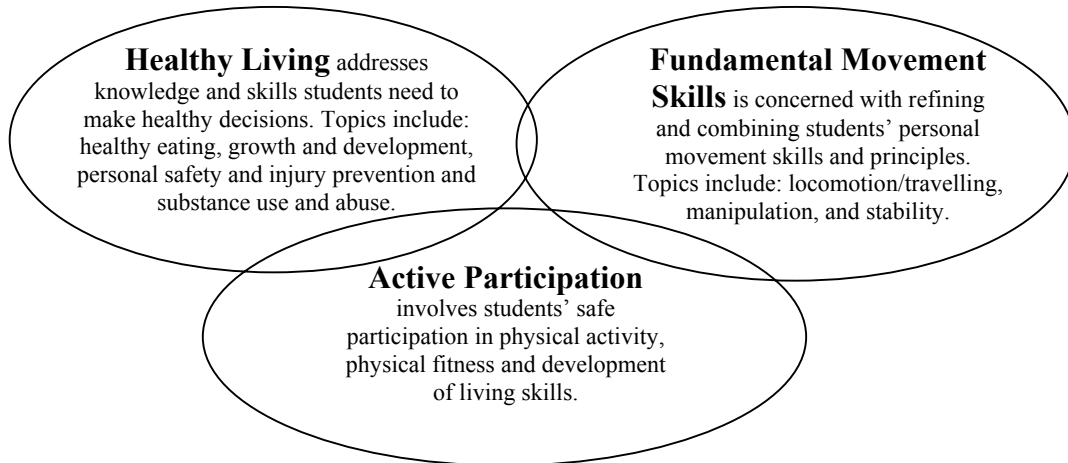
The strands in the **Health and Physical Education Curriculum** represent some of the foundations of knowledge and skills within the curriculum document. They are consistent throughout the grades. The strands organize the knowledge and skills, but are not meant to organize units of instruction. There is an overall expectation addressing safety within the *Active Participation* strand. Addressing safety for self and others is implicit in all expectations within the *Fundamental Movement Skills* and *Active Participation* strands. Personal Safety and Injury Prevention are components of the *Healthy Living* Strand. The development of Living Skills (e.g., decision-making, goal-setting, communication, time-management, organizational, problem-solving, conflict-resolution and interpersonal skills) is a component of the *Active Participation* strand and is an integral part of all aspects of the curriculum. In *Fundamental Movement Skills* there are some Specific Expectations that do not align with Overall Expectations.

## Daily Physical Activity in Elementary Schools Policy

On October 6, 2005, the Minister of Education introduced a new policy, Policy/Program Memorandum (P/PM) 135 – *Daily Physical Activity in Elementary Schools, Grades 1-8*, that requires that elementary students be provided at least 20 minutes of sustained moderate to vigorous physical activity each school day, during instructional time.



The Elementary Health and Physical Education curriculum is organized into three strands:

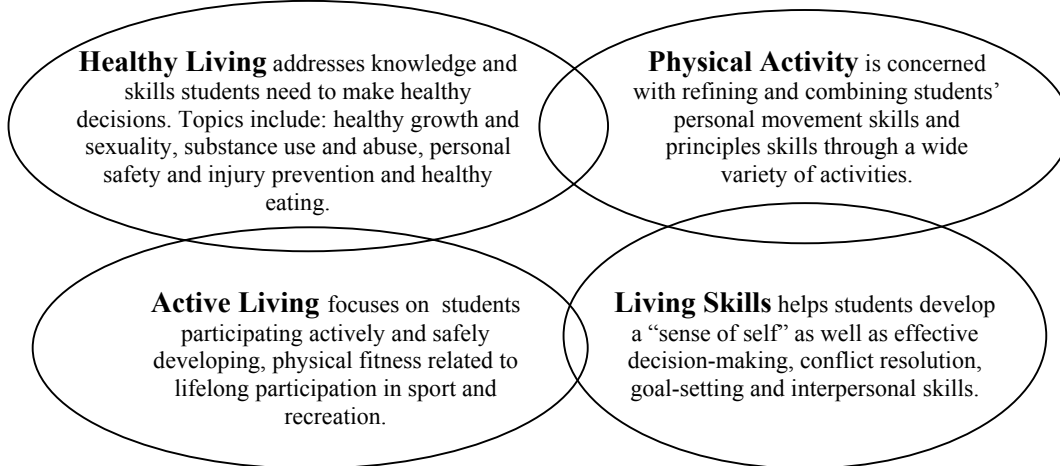


### Secondary School H&PE

Quality health and physical education programs in elementary school help to lay an educational foundation for each student's total experience with health and physical education in the school system. The secondary Healthy Active Living Education (HALE) course builds upon the foundation of the elementary H&PE curriculum.

In Secondary School, students may take up to **seven** credits of health and physical education. The learning expectations of the Healthy Active Living Education (HALE) courses outline the knowledge and skills that students are expected to demonstrate by the end of each course. Schools may develop the Grade 10, 11 and 12 courses to focus on a particular group of physical activities as the vehicle through which students will attain the expectations. The possible groupings are as follows: Personal and Fitness Activities, Large Group Activities, Individual and Small Group Activities, Aquatics, Rhythm and Movement or Outdoor Activities.

The Secondary HALE course is organized into four strands:



One Health and Physical Education credit is mandatory for graduation. Students may count a second credit in health and physical education in the 18 compulsory credits required for OSS, (Grades 9-12, PPM 139).

In addition to the HALE courses, students may take:

Grade	11	12	12
Course Code	PPZ30	PLF4C	PSE4U
Course Title	Health for Life	Recreation and Fitness Leadership	Exercise Science
Course Type	Open	College	University

**SECONDARY HEALTH AND PHYSICAL EDUCATION POSSIBLE CREDITS BY GRADE**

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<p><i>Students may take 1 credit in:</i></p> <p>PPL10 Healthy Active Living Education</p>	<p><i>Students may take the courses below for credit:</i></p> <p>PPL20 Healthy Active Living Education  <i>or Focus course in:</i>                      PAF20 Personal and Fitness Activities  <i>or</i>                      PAL20 Large-Group Activities  <i>or</i>                      PAI20 Individual and Small Group Activities  <i>or</i>                      PAQ20 Aquatics  <i>or</i>                      PAR20 Rhythm and Movement  <i>or</i>                      PAD20 Outdoor Activities</p> <p><i>Schools may offer more than one Grade 10 Healthy Active Living Education course. A student may take either the HALE course or a focus course for credit. *</i></p>	<p><i>Students may take the courses below for credit:</i></p> <p>PPL30 Healthy Active Living Education  <i>or a Focus course in:</i>                      PAF30 Personal and Fitness Activities  <i>or</i>                      PAL30 Large-Group Activities  <i>or</i>                      PAI30 Individual and Small Group Activities  <i>or</i>                      PAQ30 Aquatics  <i>or</i>                      PAR30 Rhythm and Movement  <i>or</i>                      PAD30 Outdoor Activities</p> <p><i>Schools may offer more than one Grade 11 Healthy Active Living Education course. A student may take either the HALE course or a focus course for credit. *</i></p> <p><i>Students may also take 1 credit in:</i>                      PPZ30 Health for Life</p>	<p><i>Students may take the courses below for credit:</i></p> <p>PPL40 Healthy Active Living Education  <i>or a Focus course in:</i>                      PAF40 Personal and Fitness Activities  <i>or</i>                      PAL40 Large-Group Activities  <i>or</i>                      PAI40 Individual and Small Group Activities  <i>or</i>                      PAQ40 Aquatics  <i>or</i>                      PAR40 Rhythm and Movement  <i>or</i>                      PAD40 Outdoor Activities</p> <p><i>Schools may offer more than one Grade 12 Healthy Active Living Education course. A student may take either the HALE course or a focus course for credit. *</i></p> <p><i>Students may also take 1 credit in:</i>                      PSE4U Exercise Science</p> <p><i>Students may also take 1 credit in:</i>                      PLF4C Recreation and Fitness Leadership</p>
<b>Total Possible Credits: 1</b>	<b>Total Possible Credits: 1</b>	<b>Total Possible Credits: 2</b>	<b>Total Possible Credits: 3</b>

## Overview of Health and Physical Education Courses

Grade 1-8 Key Learnings:	Grade 9, 10, 11, 12 Key Learnings
<ul style="list-style-type: none"> <li>◆ Students will learn, demonstrate principles of movement and improve <b>Movement Skills</b> (locomotion, stability and manipulation)</li> <li>◆ Students will participate in activities that maintain or improve their <b>fitness</b> levels</li> <li>◆ Students will demonstrate regular <b>participation</b></li> <li>◆ Students will participate in <b>Daily Vigorous Physical Activity</b></li> <li>◆ Students will apply <b>living skills</b> including interpersonal and social skills, problem-solving, decision-making, communication and conflict-resolution</li> <li>◆ Students will follow <b>safety</b> practices and take responsibility for their own safety</li> <li>◆ Students will demonstrate an understanding of <b>Health Concepts</b> (healthy eating, growth and development, personal safety and injury prevention and substance use and abuse) in order to make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students will demonstrate personal competence in applying <b>movement skills and principles</b>.</li> <li>◆ Students will demonstrate knowledge of <b>guidelines and strategies</b> to enhance participation in recreation and sport activities</li> <li>◆ Students will use <b>decision making</b> skills to achieve personal <b>fitness goals</b> (to achieve healthy active living goals-10/to promote healthy active living-11/promote healthy active living for life-12).</li> <li>◆ Students will improve (or maintain) their <b>personal health-related fitness</b> (demonstrate personal health-related fitness-10/demonstrate improved fitness-11/demonstrate optimal personal fitness-12).</li> <li>◆ Students will demonstrate <b>regular participation</b>.</li> <li>◆ Students will demonstrate use of appropriate <b>living and social skills</b>, including <b>conflict resolution</b> (and transfer to lifelong practices – 12).</li> <li>◆ Students will demonstrate <b>safe practices</b> (in the classroom and community – 12).</li> <li>◆ Students will demonstrate an understanding of <b>health concepts</b> in order to make healthy choices (and practice life-long healthy living – 12).</li> </ul>

## Continuum of Learning in Health and Physical Education

The Ontario Curriculum, Health and Physical Education, Grades 1-12, builds on Health and Physical Activity and on the Personal and Social Development concepts and skills that are introduced in the Kindergarten Program:

<b>The Kindergarten Program (revised 2006)</b>	
Area of Learning	<p style="text-align: center;"><b>Health and Physical Activity</b></p> <p>During the Kindergarten years, children need to establish a positive attitude towards health, safety, and physical activities in order to build a foundation for lifelong participation in and appreciation for healthy living. It is important that children develop positive attitudes towards and values that promote participation in physical activities. Learning to make healthy choices and participating in daily physical activity will provide young children with a foundation for overall well-being.</p> <p>Expectations for health and physical activity are organized under two subheadings: Health and Well-Being, and Physical Development and Activity.</p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> <li>A. demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being;</li> <li>B. participate willingly in a variety of activities that require the use of both large and small muscles;</li> <li>C. develop control of large muscles (gross-motor control) in a variety of contexts;</li> <li>D. develop control of small muscles (fine-motor control) in a variety of contexts.</li> </ul> <p style="text-align: center;"><b>Personal and Social Development</b></p> <p><b>Overall Expectations:</b></p> <ul style="list-style-type: none"> <li>A. demonstrate a sense of identity and a positive self-image;</li> <li>B. demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community;</li> <li>C. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities;</li> <li>D. demonstrate an ability to use problem-solving skills in a variety of social contexts;</li> <li>E. identify and use social skills in play and other contexts;</li> <li>F. demonstrate an awareness of their surroundings.</li> </ul>

**Grade 1 – 12 Scope and Sequence Elementary H&PE; Secondary HALE**

Healthy Living					
Grade	Healthy Eating	Growth and Development (elem) / Healthy Growth and Sexuality (sec)	Substance Use and Abuse	Personal Safety and Injury Prevention	Mental Health
1	-identify healthy eating and dental habits	-identify the stages of human development as well as the factors that affect growth	-recognize common medicines and household products and use decision-making skills related to how and when they are used	-recognize safety risks (including exploitive behaviours) and safe practices	
2	-describe healthy eating practices and use decision making to make healthy food choices;	-describe the functions of the <u>five senses</u> and positive personal hygiene practices. Identify human physical similarities and differences	-describe different types of medicines and how to use them safely. and use decision-making skills to identify healthy alternatives	-outline safety rules and safe practices (including saying no to exploitive behaviours and describe how to seek help)	
3	-describe the relationship among healthy eating practices, being active, and healthy bodies	-outline basic reproductive process and describe characteristics of growth and development from birth to childhood	-describe what a drug is and recognize the effects of several substances on the body, and use decision-making skills to make healthy choices	-explain relevant safety situations and procedures and use a problem-solving process that provides personal safety support	
4	-explain the role of healthy eating practices, physical activity, and heredity related to body shape and size	-physical, interpersonal and emotional aspects of healthy people identify characteristics of healthy relationships	-apply decision-making and assertiveness skills to abstain from smoking and recognize factors that influences this healthy choice	-use living skills to address personal safety and injury prevention.	
5	-analyze information that has an impact on healthy eating practices and healthy body image.	-describe the physical, interpersonal and emotional changes associated with puberty and identify factors/strategies to enhance healthy relationships.	-apply decision-making, assertiveness and resistance skills to refrain from the use of alcohol and recognize factors such as peer pressure that influences this healthy choice	-explain the impact of people’s actions on others and apply strategies to enhance personal safety in relation to harassment	
6	-examine healthy eating as they relate to body image and self-esteem	-identify major parts of the reproductive system and their functions and relate them to puberty -apply a problem-solving/decision-making process to address relationship issues.	-apply a decision-making process to the use and abuse of cannabis and other illicit drugs, incorporating influences to use drugs as well as identifying supports in making healthy choices.	-describe injury prevention and treatment skills that help themselves and others, and describe appropriate responses to violent situations	
7	-relate healthy eating practices and active living to body image and self-esteem	-describe age-appropriate matters related to sexuality (e.g., fertilization, menstruation, spermatogenesis, STD’s, abstinence and the use of	-consider drug-related issues when making decisions and using refusal skills in order to make informed and healthy choices.	-describe ways of dealing with harassment as it relates to personal safety	

Healthy Living					
		effective communication skills within various relationships)			
8	-set personal goals that reflect healthy eating practices	-explain age-appropriate matters related to sexuality (e.g., contraception, the importance of abstinence, STD's, HIV, AIDS, sources of support ) and apply skills to make informed decisions related to sexual activity and drug use	-apply living skills to relevant situations focusing on issues such coping with stress, and drinking and driving. Use community resources in order to make healthy choices	-analyse situations that threaten personal safety and determine how to seek assistance	
9		-explain consequences of sexual decisions -explain factors that contribute to positive relationships	-demonstrate personal strategies to deal with social influences that contribute to use of alcohol, abuse of tobacco and other drugs	-identify strategies to minimize potentially dangerous situations	
10	-explain how healthy eating fits into a healthy lifestyle	-demonstrate understanding of factors affecting human sexuality -explain strategies to promote positive lifestyle choices and relationships	-demonstrate understanding of issues and coping strategies related to substance use and abuse		
11		-demonstrate understanding of sexual and reproductive health		-demonstrate in a variety of settings, the knowledge and skills that reduce risk to personal safety	<b>-describe the influence of mental health on overall well-being</b>
12		-describe how society and culture affect individual perceptions and expressions of sexuality- -demonstrate understanding of strategies that promote healthy relationships		-demonstrate an understanding of strategies that promote personal safety and prevent injuries	<b>-demonstrate an ability to use specific strategies to enhance their own mental health and that of others</b> <b>-demonstrate understanding of strategies that promote healthy relationships</b>
Grade	Healthy Eating	Growth and Development (elem)/Healthy Growth and Sexuality (sec)	Substance Use and Abuse	Personal Safety and Injury Prevention	Mental Health

Fundamental Movement Skills / Physical Activity					
Grade	Locomotion / Travelling	Manipulation	Stability	Movement Skills and Principles	Sport and Recreation
1	-travel in various ways, directions, and pathways	-throw underhand for accuracy and catch below the waist, objects of various sizes and shapes -bounce a ball	-jump and land, balance on the floor and transfer weight safely		
2	-travel in a variety of ways, changing the type of locomotion as well as pathways and directions	-kick a stationary ball; -travel while foot dribbling/ bouncing a ball with one hand	-jump and land safely; -balance and transfer body weight with equipment		
3	-travel on and off equipment in a variety of ways, directions and levels -dodge objects/opponents	-throw overhead for accuracy and catch various objects -hit objects with body parts	-jump for distance or height; -balance in different positions and move in various ways in relation to equipment		
4	-perform traveling skills in sequences -begin to refine movement skills by incorporating various movement principles	-perform a one hand overhand throw for accuracy while stationary and while moving; -pass and receive a baton -stop an object	-perform static balances safely; -grip, hang and swing from equipment -jump using turns, shapes and directions		
5	-perform traveling skills in combination showing a change of speed in relationship to objects/ others	-catch an object while moving; -use equipment to send/receive; -stickhandle -use body parts to hit;	-perform movements in sequence; -transfer body weight -dismount safely		
6	-perform traveling skills in combination with skills involving the use of equipment -perform running techniques	-kick and throw overhand or sidearm for distance and accuracy -perform goaltending skills	-perform springing and jumping skills -combine traveling and stability skills		
7	-perform traveling, manipulation and stability skills in combination; -travel in response to external stimuli	-volley, serve and bump pass over a net -fake and pass, shoot -intercept passes, shots -pass to a moving partner	-perform static balances in sequence -dismount -vault		
8	-apply movement skill combinations in specific activities	-throw, pass, shoot, dribble, while being defended -shoot for distance and accuracy -perform backhand and forehand shots -perform skills in sequence	-balance on and off equipment; -perform rotations and balances in sequence and on and off equipment		
9				-demonstrate personal competence in applying movement skills and principles	<b>-demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport</b>
10				-demonstrate personal competence	<b>-demonstrate knowledge of</b>

Fundamental Movement Skills / Physical Activity					
				in applying movement skills and principles	<b>guidelines and strategies that enhance participation in recreation and sport</b>
<b>11</b>				-demonstrate personal competence in applying movement skills and principles	<b>-apply knowledge of guidelines and strategies that enhance participation in recreation and sport</b>
<b>12</b>				-demonstrate personal competence in applying movement skills and principles	<b>-apply guidelines and strategies that enhance participation in recreation and sport</b>
Grade	Locomotion / Travelling	Manipulation	Stability	Movement Skills and Principles	Sport and Recreation

Active Participation / Active Living				
Grade	Physical Activity (elem) / Active Participation (sec)	Physical Fitness	Living Skills (Elem)	Safety (Sec)
<b>1</b>	-participate willingly, vigorously and safely in all aspects of the program	-participate in daily moderate to vigorous physical activity for five to ten minutes to maintain or improve physical fitness and begin to recognize the role of the heart	-participate in group goal-setting initiatives. Participate cooperatively and respectfully with others	<b>-follow safety procedures related to physical activity, equipment and facilities</b>
<b>2</b>	-participate willingly, vigorously and safely in all aspects of the program and identify reasons to be physically active	-participate in daily moderate to vigorous physical activity for five to ten minutes to maintain or improve physical fitness and begin to self-assess exertion. Recognize the personal benefits of safe physical activity.	-participate in personal or group goal-setting and demonstrate appropriate social skills in physical activity settings	<b>-follow safety procedures related to physical activity, equipment and facilities</b>
<b>3</b>	- participate willingly, vigorously and safely in all aspects of the program and describe benefits of being physically active	-participate in daily moderate to vigorous physical activity for eight to ten minutes to maintain or improve physical fitness and self-assess their degree of exertion. Make connections between improved fitness and new physical skills.	-implement a physical activity action plan related to goals and demonstrate appropriate social skills in physical activity settings	<b>-follow safety procedures related to physical activity, equipment and facilities</b>
<b>4</b>	-participate vigorously and safely in all aspects of the program and determine what motivates people to be physically active	-participate in daily vigorous physical activity for ten to fifteen minutes to improve physical fitness and begin to monitor pulse rates. Identify the benefits of physical fitness	-apply a goal-setting process related to physical activity and demonstrate a variety of interpersonal skills	<b>-follow safety procedures related to physical activity, equipment and facilities</b>
<b>5</b>	-participate vigorously and safely in all aspects of the program and describe the factors that motivate daily participation in specific physical activities	-participate in daily vigorous physical activity for ten to fifteen minutes to improve physical fitness and regularly monitor pulse rate. Describe the components of physical fitness and relate them to specific physical activities.	-apply a goal-setting process related to physical activity or fitness with an emphasis on time-management and organizational skills and demonstrate interpersonal skills that contribute to positive group interaction	<b>-follow safety procedures related to physical activity, equipment and facilities</b>

Active Participation / Active Living				
6	-participate vigorously and safely in all aspects of the program and begin to apply motivating factors to be physically active to their own daily activity choices.	-participate in daily vigorous physical activity for ten to fifteen minutes to improve or maintain physical fitness and assess their progress at regular intervals	-apply fitness goals with an emphasis on modifying plans of action and demonstrate interpersonal skills that support others	<b>-follow safety procedures related to physical activity, equipment and facilities</b>
7	-participate vigorously and safely in all aspects of the program and apply motivating factors to be physically active daily to personal action plans	-participate in daily vigorous physical activity for a minimum of fifteen minutes without undue fatigue to improve or maintain physical fitness. Identify training principles and apply self-ongoing assessment. to personal fitness goals	-apply a goal-setting process to physical activity or personal fitness focusing on short-term goals and transfer appropriate interpersonal skills to games or activities.	<b>-follow safety procedures related to physical activity, equipment and facilities and begin to take responsibility for own safety</b>
8	-participate vigorously and safely in all aspects of the program and apply the factors that motivate their daily activities to positively influence others	-participate in daily vigorous physical activity for a minimum of fifteen minutes without undue fatigue to improve or maintain physical fitness. Apply self-ongoing assessment. information to short- and long-term fitness goals	-apply a goal-setting process to physical activity or personal fitness focusing on short- and long-term goals and demonstrate appropriate interpersonal skills in physical activities with an emphasis on positive behaviours when competing	<b>-follow safety procedures related to physical activity, equipment and facilities and continue to take responsibility for own safety</b>
9	-participate regularly in a balanced instructional program that includes a wide variety of activities that encourage lifelong participation	-demonstrate improvement in personal health-related fitness		<b>-demonstrate safe practices regarding the safety of self and others</b>
10	-participate regularly in a balanced instructional program that includes a wide variety of activities that encourage lifelong participation	-demonstrate personal health-related fitness		<b>-demonstrate responsibility for personal safety and the safety of others</b>
11	-participate regularly in a balanced instructional program that includes a wide variety of activities that encourage lifelong participation	-demonstrate improved physical fitness		<b>-demonstrate responsibility for personal safety and the safety of others</b>
12	-participate regularly in a balanced instructional program that includes a wide variety of activities that encourage lifelong participation	-demonstrate personal health-related fitness		<b>-demonstrate responsibility for personal safety and the safety of others</b>
Grade	Physical Activity (elem) / Active Participation (sec)	Physical Fitness	Living Skills (Elem)	Safety (Sec)

Living Skills				
Grade	Decision Making	Social Skills	Conflict Resolution	Stress Management
9	-use appropriate decision-making skills to achieve goals related to personal health	-use appropriate social skills when working collaboratively with others	-explain the effectiveness of various conflict resolution processes in daily situations	
10	-identify ways of taking action in new situations based on knowledge of positive decisions related to healthy active living	-use appropriate social skills and positive attitudes when interacting with others	-demonstrate understanding of conflict resolution, anger management and mediation	
11	-use decision-making and goal-setting skills	-demonstrate social skills required to work		<b>-demonstrate an ability to use stress</b>

Living Skills				
	to promote healthy active living	effectively in groups and develop positive relationships with peers		<b>management techniques</b>
<b>12</b>	-use decision-making and goal-setting skills to enhance daily lives	-use social skills to work effectively in groups and enhance relationships	-demonstrate an understanding of the importance of respect for self and others in reducing conflict in personal lives	
Grade	Decision Making	Social Skills	Conflict Resolution	Stress Management

### Grade 11 Health for Life, PPZ30, Open

Determinants of Health	
<b>Personal Factors</b>	<b>Social Factors</b>
-analyse the role of individual responsibility in enhancing personal health	-analyse the social factors that influence personal health

Community Health		
<b>Consumer Health</b>	<b>Health and Environment Factors</b>	<b>Health Promotion</b>
-analyse the value of health information and health-promoting products and services	-analyse how the environment influences the health of the community	-demonstrate an understanding of concepts and approaches related to health promotion and disease prevention

Vitality	
<b>The Concept</b>	<b>Personal Commitment</b>
-demonstrate an understanding of the Vitality concept	-use strategies to promote the Vitality concept

## Grade 12 Exercise Science, PSE4U, University

The Biological Basis of Movement		
<b>Anatomy and Physiology</b>	<b>Biomechanics</b>	<b>Human Performance</b>
-describe the structure and function of the body and of physiological principles relating to human performance	-demonstrate an understanding of biomechanical principles related to improving movement	-demonstrate an understanding of the ways in which nutrition and training principles affect human performance

Motor Development	
<b>Growth and Development</b>	<b>Motor Learning</b>
-demonstrate an understanding of individual differences in performance, growth, and development	-demonstrate an understanding of the principles of motor learning

Physical Activity and Sports in Society	
<b>Physical Activity and Sports Issues</b>	<b>Society and Culture</b>
-describe the evolution of physical activity and sports	-analyse the relationship of society and culture to sports and physical activity

## Grade 12 Recreation and Fitness Leadership, PLF4C, College

Leadership			
<b>Leadership Styles</b>	<b>Leadership Skills</b>	<b>Group Development</b>	<b>Teamwork Skills</b>
-analyse a variety of leadership styles	-use their leadership skills in a variety of healthy active living contexts	-demonstrate an understanding of the group development process	-demonstrate teamwork skills that achieve positive results

Facilitation of Recreation and Leisure		
<b>Needs Assessment</b>	<b>Plan Coordination</b>	<b>Promotion of Participation</b>
-demonstrate an understanding of the importance of doing a needs assessment before organizing a health and physical education event	-demonstrate an ability to coordinate a detailed plan for a health and physical education event	-demonstrate an ability to promote the benefits of lifelong participation in recreational and leisure activities

Physical Fitness and Well-Being			
<b>Health-related Fitness</b>	<b>Mentoring</b>	<b>Nutrition and Well-being</b>	<b>Injury Prevention and First Aid</b>
-demonstrate an ability to help others develop and implement personal health-related fitness plans	demonstrate mentorship skills	-demonstrate an ability to help others understand how physical activity, nutrition, and positive self-image contribute to well-being	-apply safety procedures for injury prevention

The *Ontario Curriculum, Health and Physical Education* focuses on healthy active living for all students. In order to incorporate this philosophy into a quality program, teachers need to address several key elements when planning learning and assessment opportunities. The following statements summarize the essence of a **quality** Health and Physical Education program (*Ontario Health and Physical Education Curriculum Support Kindergarten to Grade 10*):

Key Components	What does it look like? Considerations:
Skills and activities always relate back to Curriculum Expectations.	<ul style="list-style-type: none"> <li>● Identify the link to the expectations</li> <li>● Relate assessment and evaluation back to achievement charts</li> <li>● Communicate the curriculum expectations to students and parents</li> </ul>
Students have an opportunity for daily vigorous physical activity.	<ul style="list-style-type: none"> <li>● Opportunities for: classroom activities, limited space activities, outdoor activities, and integrated learning</li> <li>● H&amp;PE is timetabled everyday</li> <li>● Intramural programs are promoted</li> <li>● Students have opportunities to use equipment and instruction on how to use equipment</li> </ul>
The program includes a balance of developmentally appropriate opportunities for skill development, movement education, games/sports and health-related activities. (For example, self-improvement is a focus.)	<ul style="list-style-type: none"> <li>● Start simply. Build as students' skill increases. Have different opportunities available for different students. For instance, have a variety of sizes of balls available, use targets at different heights, encourage students to set goals and challenge themselves</li> <li>● Follow an 'age appropriate' skills continuum –teaching lead up activities before full games</li> </ul>
Physical activities are planned and organized: recess or free play is not a substitute.	<ul style="list-style-type: none"> <li>● Encourage and support activity at recess in addition to planned and organized learning time.</li> <li>● Include physical activity as a part of a day-plan template</li> </ul>
Knowledge and skills are presented in a progression that is appropriate for the developmental level of all students to ensure their safety and promote their success.	<ul style="list-style-type: none"> <li>● Start with the experience of playing. Break down skills and begin with simple activities</li> <li>● Give students an opportunity to “play the game” in a modified form. Teach more skills when students are ready for additional challenge</li> <li>● Focus on inclusion</li> <li>● Use a variety of equipment</li> <li>● Provide opportunities to play a wide variety of traditional and non-traditional games/activities</li> </ul>
Students have opportunities to improve or maintain their fitness levels on an ongoing basis.	<ul style="list-style-type: none"> <li>● Give opportunities for students to work in different ways – setting goals, working with a partner, class challenges, personal challenges, fun fitness games</li> <li>● Incorporate DAILY physical activity, fitness breaks</li> <li>● Use a variety of activities that reflect a balance of fitness components (i.e., muscular endurance)</li> </ul>
The program is inclusive and preserves dignity and self-respect for all students.	<ul style="list-style-type: none"> <li>● Set a climate of respect.</li> <li>● Teach concepts of fair play</li> <li>● Address disrespectful behaviour immediately</li> <li>● Avoid activities where students may be vulnerable (e.g., students picking teams, students as targets in dodging games)</li> <li>● Use zero tolerance for derogatory comments</li> <li>● Provides successful experiences for everyone (all levels of achievement) to help all children to feel a part of the program</li> <li>● For students who have higher end skills, provide opportunities where they can be challenged. For students who are having difficulty with particular skills...provide opportunities for them to practice and improve skills</li> </ul>

<b>Key Components</b>	<b>What does it look like?</b> <b>Considerations:</b>
Activities are challenging and engage students to build a commitment to leading an active life.	<ul style="list-style-type: none"> <li>● Challenge students to modify activities to increase the challenge</li> <li>● Give students opportunities to work in small groups so they are working at a level where they are personally challenged</li> <li>● Be a role model</li> <li>● Incorporate life activities (e.g., skating, cycling) that students can do on their own)</li> <li>● Build community partnership (BBQ sports days) and encourage parental involvement</li> </ul>
The program offers maximum participation in all activities and in a variety of contexts by using all available resources and facilities (e.g., gymnasium, outdoors, classroom, hallways, community facilities).	<ul style="list-style-type: none"> <li>● Use minimum talk and maximum action</li> <li>● Use small groups with all being active at the same time.</li> <li>● Use all available facilities</li> <li>● Provide intramural opportunities</li> <li>● Use visual displays, prompts e.g., photos, bulletin boards</li> </ul>
Students are able to articulate why they are doing what they are doing.	<ul style="list-style-type: none"> <li>● Help students make the links to their “real life”. How will what they are learning help them in other situations?</li> <li>● Use displays, journals, interviews, newspaper articles</li> <li>● Connect with parents</li> <li>● Use self-assessment tools</li> </ul>
There are a variety of assessment strategies available to provide a rich sampling of evidence (e.g., formative and summative, self and peer).	<ul style="list-style-type: none"> <li>● Students have an opportunity to learn and practice before demonstrating for evaluation</li> <li>● Provide a number of opportunities and a variety of ways for students to show what they know and can do</li> </ul>