

Kindergarten to Grade 6 Physical Education and Wellness

Journaling and Dialogue Prompts

Using Vetted KUSPs

Listed by Grade and Organizing Idea (OI)

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Chat GPT Prompts to get more questions

Introduction and how to use the resource

Curriculum KUSP Categories

These OIs underlie each of the Prompts in the resource

Categories for Resource	Organizing Ideas (OIs)
1. Active Living	Developing physical literacy through movement and active living supports well-being across a lifespan.
2. Movement Skill Development: 2a. Spatial Awareness/Tactics 2b. Movement Skills 2c. Team Work	Developing physical literacy through movement and active living supports well-being across a lifespan.
3. Character Development (K)	Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.
4. Safety (K)	A lifetime of optimal well-being is supported by prioritizing health and safety
5. Healthy Eating (S/P)	A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.
6. Healthy Relationships (S/P)	Personal well-being is supported through positive relationships built on communication, empathy, and respect
7. Growth and Develop (S/P)	Decision making that optimizes personal health and well-being is informed by understanding growth and development.
8. Financial Literacy (S/P)	Informed financial decision making contributes to the well-being of individuals, groups, and communities.

Vocabulary Stems to Build

Physical Domain OI Vocabulary

1) Active Living

- Enjoyment
- Benefits of Physical Activity
- participation
- Choice
- Motivation

2A) Tactics / Strategy

- Spatial Awareness
- Tactics / Strategy
- Adaptation and Modification
- Structure of Physical Activity and Games

2B) Movement Skills

- Fundamental movement skills
- Physical literacy
- Adventurous play
- Elements of movement
- Movement Patterns

2C) Personal/Social Development

- Fair Play
- Teamwork
- Collaboration
- Conflict resolution
- Inclusion

3) Character Development

- Feelings / Emotions
- Social-emotional learning
- Roles and Responsibilities
- Resilience / Perseverance
- Personal interests, strengths, talents

Wellness Domain OI Vocabulary

4) Safety

- Boundaries
- Consent
- Substance safety
- Risk / Responsibility
- Digital Citizenship

5) Healthy Eating

- Food and daily living
- Food guidelines
- Nutrition
- Food Choices
- Access to Food

6) Healthy Relationships

- Friendship
- Characteristics of healthy relationships
- Connection
- Communication/listening
- Perspective

7) Growth and Development

- Hygiene practices
- Personal growth and development
- Maturation
- Development changes
- Puberty and human reproduction (4-6)

8) Financial Literacy

- Earning, spending, saving, sharing
- Managing money
- Goods and Services
- Credit/debt

Using the Resource

This Resource Started with a Full Audit of the entire curriculum to vet the KUSPs for skills and procedures that would lend themselves to Dialogue or Journaling prompts. There were significantly more than was expected, leading new opportunities, especially for the generalist who is also teaching Physical Education for cross curricular opportunities in the classroom. The key words I was look for included, but not limited to the following: **Explore, Demonstrate, Identify, Express, Describe, Discuss, Select, Examine, Differentiate, Personal Experience, Prefer, Practice, Acknowledge, Investigate, Imagine, Experiment, Modify, Consider...**

Alberta's New Physical Education and wellness curriculum has been designed to allow teachers to develop students who understand what it is to have full life wellness. All of those beautiful teachable moments and lessons that teachers bring to their classes can trace a thread back to the wellness curriculum.

This resource came about after several provincial Professional Collaborative Community Sessions held by the APLC around the Physical Education and Wellness Curriculum Implementation.

As it was being built, it became clear that the cross over into the classroom and student Personal Development was significant. As such, the wording can be altered very easily to use teachable moments through the day and year to meet the KUSPs.

- I would not recommend printing off this entire resource - Instead, focus on your grade level and the structure.
- There are on average 2 prompts for each vetted KUSPs to use when you need some ideas or inspiration for writing or journaling prompts. As the grades get higher, the number of KUSPs increases.
 - At times, there are more due to the opportunity to go deeper and possibly create a mini project. The scope of this resource is to have quick access prompts for teachers. Assessment, goal setting, tracking is another component of journals but not expressly for this resource. Examples are in the Appendix
- The wording is loose and used as a guide to prompt your thinking discussions and journaling. Any one prompt could be used as a jump off for bigger projects. Posters, PSA's, commercials, skits, research projects... This is just a starting point to get ideas flowing.
- **Anywhere it mentions things like “in the gym”, or “In the game”, you can broaden the scope by inserting your life, or in school, or at home, in the class.**
- For Lower Elementary, use visual multiple choice or smart board questions with choices.
- Using Think-Pair-Share in partners or smaller groups as a discussion tool or even prior to doing a journal entry.
- Use random groupings, or for teams after a game.
- Use the prompts while students are doing warm-ups (especially the tactical ones for older students).

Specific ELA Curriculum Outcomes Eg (Grade 1)

Integrating this work into the ELA curriculum can provide wonderful opportunities for writing prompts, even one a week to cover the wellness KUSPs to have evidence of learning.

- 1.1.1 Use personal experiences to generate ideas for speaking, writing, and representing.
- 1.1.2 Explore and express ideas, experiences, and feelings through talking, writing, and drawing.
- 1.2.3 Use descriptive language to identify, compare, and contrast ideas.
- 1.1.3 Recognize and discuss personal feelings and emotions.
- 1.2.1 Use body language to help communicate feelings, ideas, and actions.
- 1.3.2 Express ideas and feelings through oral, written, and visual means.
- 1.2.2 Recognize and use strategies to manage emotions in different situations.
- 1.3.3 Use appropriate language and actions to communicate needs, desires, and feelings.
- 1.2.4 Understand and respect personal boundaries in speaking, listening, and acting.
- 1.3.1 Share personal experiences and ideas with others.

Journaling for Assessment and Goal Setting

Different forms of journaling for students to dive into their Experience vs. their Knowledge.

Questions and Prompts to use for Pre - During and Post Unit or assessment tasks.

Specific Tasks and Participation and Goal Setting Journalling

Can be done one line in a google classroom in a quiz format to get student feedback or a pulse on the class

Can be done in ELA Class or as a realy in PE.

Great way to spend 5 minutes during stretching to reflect on the day.

THE CHActive LivingLENGE... managing the journals and logs. See Tracking Resouce.

Kindergarten

1 Active Living

1. PE Included daily

1.2. Discuss: rest allows the body to recover from Physical Activity

1. What does your body feel like after you run, jump, or play?
 - a. Can you show with your face and body what it feels like when you're really tired after playing? Can you draw a picture of how your body feels when you need to rest
2. Why do you think it's important to take a rest after we move our bodies a lot?
 - a. Do you know what happens when you sit down and rest after running or playing? Can you tell a story about a time when you were tired and needed a break?
 - b. How do you know when your body needs a rest?
3. What is your favorite way to rest after playing hard?
 - a. What do you like to do when you're resting after a fun game? Do you lie down, sit, or do something else? Tell me a story about how you rest after playing.

2 Movement Skill Development

2. Body Awareness facilitates movement

2B2 Explore movement in indoor and outdoor contexts

2c. What is Fair Play

2C2 Demonstrate respect for others in Physical Activity

1. How do you move when we are inside the gym? How do you move differently when we play outside?
 - a. What are some fun games you like to play outside that you can't play inside? Why do you think those games are better outside?
2. How do you make sure everyone is treated fairly when we play games in PE? Can you give an example of how you help others feel included?
 - a. When you're playing a game and someone doesn't understand the rules, how can you help them? What words would you use to show kindness?

3 Character Development

3. Personal Characteristics influence feelings and emotions

3.1 Identify personal characteristics and how they can be unique or shared

3.2 Express feelings in various ways

3.3 Recognize feelings/emotions are part of the human experience

3.4 Identify strategies to deal with emotions in difficult situations
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1. What makes you special during PE class? Can you think of something you're really good at that others might also enjoy doing?
 - a. What do you and your friend have in common when you play together? How are you both the same or different?
2. How do you show when you are happy or excited during a game? Can you use your face or body to tell me how you feel?
 - a. Can you think of a time when you felt sad or frustrated during an activity? How did you show your feelings?
3. How do you feel when you learn something new in PE? Do you feel proud, happy, or maybe something else?
 - a. When we play games, sometimes we feel happy, and other times we might feel upset. Can you tell me a time when you felt both happy and sad during the same game?
4. What can you do if you start to feel upset during a game? How can you calm down and feel better?
 - a. If a friend is upset during an activity, what can you do to help them feel better? What kind of words or actions might help?

4 Safety

4. Boundaries in different situations
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4.1 Describe personal, physical, and visual boundaries

4.3 Identify how to communicate personal needs and expectations
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1. How do you know when someone needs space in a game/class/bus? How can you give them space?
 - a. When we play games, how can we make sure we don't bump into each other? What do we do with our bodies to stay safe?
2. If you need a break during PE, how do you tell your teacher or a friend? What words do you use?
 - a. If you don't understand the rules of a game, how can you ask for help? What would you say to your friends or teacher?

5 Healthy Eating

5. Food is necessary for life

5.1 Explore the variety of foods that help the body grow

5.2 Identify sources and origins of a variety of foods

1. What foods do you eat to help you stay strong and healthy? Which one is your favourite?

- a. Why do you think eating vegetables helps your body? Think of three vegetable you like to eat? Think of three vegetables you don't like and explain why?
- 2. Where do apples come from? Can you think of other foods that come from a farm?
 - a. Can you name three foods that come from animals, like milk or eggs? How do you think they are made or collected? Draw a picture or a diagram of how the food gets from the animal to your plate.

6 Healthy Relationships

6. Healthy Relationships
6.1 Describe how people are connected to each other in different situations; Define and practice friendship
6.2 Discuss the impact of healthy relationships on personal feelings <ul style="list-style-type: none"> 1. What makes someone a good friend? Can you think of something a friend did for you that made you happy? <ul style="list-style-type: none"> a. How do you feel when you play with your friends? Why do you think playing together is important? 2. How do you feel when you help a friend? Why is helping each other important? <ul style="list-style-type: none"> a. What do you think makes a friendship strong? How do you show your friends that you care about them?

7 Growth and Development

7. Growth is Unique to Individuals
7.1 Recognize how PE is different for everyone.
7.2 Describe the physical changes in the body since birth <ul style="list-style-type: none"> 1. What are three things you like about PE class? Do you think those things are the same for everyone? How is it different for you compared to your friends? Why do you think different people like to move in different ways? <ul style="list-style-type: none"> a. Sometimes, we can do the same activity but in different ways. Can you think of a time when you played a game in a way that worked best for you? 2. How do you think your body has changed since you were a baby? Can you think of three things you can do now that you couldn't do before? <ul style="list-style-type: none"> a. What are some things your body can do now that it couldn't do when you were younger? How has your body become stronger? b. Draw a picture of yourself when you were only One. Then draw a picture of yourself now (wearing the same clothes). What are some of the changes?

8 Financial Literacy

8. What is money?

8.1 Explore the value of Canadian coins/bills and Identify features of Canadian coins/bills

1. Can you name some of the Canadian coins and bills we use? What do they look like? If you emptied your piggy bank (mother's wallet), draw the different types of coins and bills you might find.
 - a. Why do you think it's important to know about Canadian money? How do you use money when you go shopping? How are bills and coins different? How are they the same?

Grade 1

1 Active Living

1. PE Contribute to health
1.1 Experience changes in the body with Physical Activity
1.2 Reflect on personal feelings/emotions. well being after Physical Activity
1.3. Describe the health benefits of regular Physical Activity
1.4 Select a variety of Physical Activity to experience regularly

1. How does your body feel after you move around or play a game? Can you feel your heart beating faster?
 - a. When you run or jump, what happens to your body? How do you think it helps you feel strong?
2. How do you feel inside after you do something active, like playing outside or dancing?
 - a. When you're finished with an activity, do you feel happy, tired, or excited? Can you explain why?
3. What do you think happens to your body when you exercise or play every day? Why do you think that's good for you?
 - a. How does moving your body help you feel better and stronger? Can you think of something fun that helps your body grow?
4. We all know that moving your body is good for us. What two or three activities do you think you could do every week? Why did you choose those activities? What makes it exciting to you? Would you do them with other people on on your own? How do you feel after playing?
 - a. Can you think of a new game or activity you'd like to try to help your body stay healthy? Explain.
 - b. Grade 1 Mini Project - Physical Activity

2 Movement Skill Development

2. Fair Play contributes to engagement with Physical Activity
2C1. Demonstrate how Fair Play encourages practice.
2C2. Demonstrate practices of Fair Play

1. When you practice something, like jumping or running, how do you feel when you get better at it? Can you share an example?
 - a. Why do you think it's important to practice physical activities, like running or jumping, every day? What happens when you keep trying?
2. What are some ways we have (you) warmed up before doing something active? Why do you think it's important to warm up?

- a. What do you do to make sure you stay healthy and strong during physical activities? How can you show others how to practice, too?

3 Character Development

3. Personal Characters contribute to self-understanding
3.1 Recognize how individual/group characteristics are unique and valued
3.2 Describe Personal learning strengths and abilities; Recognize how cultures celebrate personal characteristics
3.3/4 Recognize how emotions can be expressed and Identify. responses to emotions
3.5 Reflect on feelings and emotions as the result of various Physical Activity

1. How is everyone's way of moving different from each other? What makes you special/unique/valuable when you play a game with others?
 - a. What are some things that make you different from your friends or classmates? Why are those differences important in a group?
2. What is something that you are really good at doing, like running or drawing? How do you feel when you do it well?
 - a. How do your family or culture celebrate things that make you unique or special? Can you think of a way people show pride in their differences?
3. When you feel happy or excited, how do you show it? What about when you feel sad or mad?
 - a. Can you think of a time when you felt really happy after playing a game or being active? How did you show that feeling?
4. How do you let someone know when you need space or don't want to play a game? Why is it important to use your words to tell others how you feel?
 - a. Can you think of a time when you said "no" to something and it made you feel safe? How did you say it?
5. Who are the trusted adults you can go to for help when you feel unsafe or uncomfortable?
 - a. Can you think of a time when you felt safe at school or at home? What made you feel safe and happy?

4 Safety

4. Boundaries contribute to safety
4.1 Practice ways to express, obtain and refuse consent regarding personal boundaries
4.2 Identify trusted adults in school and community: Describe difference between safe and unsafe/uncomfortable situations
4.3 Discuss situations or reasons that lead to boundary change
4.4 Needs and wants to connect to feelings of safety and security:

Identify how boundaries protect individuals/group
Identify harmful household substances

1. Imagine a friend who wants to borrow your favourite toy. How would you feel, and what would you say if you're okay with sharing? What would you say if you'd rather keep it for yourself?
 - a. Think about a time when someone wanted a hug, but you weren't sure you wanted one. How could you let them know if you're okay with it or if you'd like to say no?
2. What are some things you need to feel safe and happy, like at school or at home? How do your boundaries help keep you safe?
 - a. How do you think boundaries help groups of people feel safe together, like in a classroom or team? Tell me a story about a time when you needed to set a boundary.
3. What are some things in your house that can be dangerous, like cleaning products or medicines? Why should we keep them away from kids?
4. Can you think of a way to keep yourself and your family safe from harmful things in the house? Why is that important?
5. Think about a time when you wanted to be alone, but later, you wanted to be with friends or family. What changed that made you feel different about it?
 - a. Imagine you were okay with a friend borrowing your things before, but now you don't feel like sharing. What could you say to let your friend know your feelings have changed?
 - b. If you didn't feel comfortable with something before but now feel okay with it, what could you say to share your new feelings?
 - c. Can you think of something you need every day that makes you feel good and safe, like a hug from a family member or a bedtime story? Why is it important to you?
6. What are some items at home that you're not allowed to touch, like cleaning supplies or medicine? Why do you think these rules are important?

5 Healthy Eating

5. Food impacts well-being

5.1 Differentiate between whole and processed foods

5.2 Examine decisions made in choosing food

Identify foods that contribute to growth and devel. of body

1. Look at the foods you have in your lunch today. Can you find food that comes from a tree or a garden? Can you find a food that might have been made in a factory? How are they different?
 - a. What do you think about when you choose what to eat for a snack or meal? Why do you think healthy food helps you grow strong?

- b. When you're picking food for lunch or dinner, how do you decide what to eat? What helps you make healthy choices?
- 2. How do you think eating healthy foods like vegetables or fruit helps your body grow? Can you name one food that you think is good for your body?
 - a. What do you eat that helps you feel strong and healthy after you exercise? Why do you think it helps?
- 3. If you could pick a snack right now, what would you choose? Why would you choose that snack? Is it because it gives you energy, tastes good, or is it something you always have? Is it processed or as it was grown?
 - a. Imagine you have three choices for breakfast: an apple, a bowl of cereal, and a donut. Which one would you pick? Why?"
 - b. What foods make you feel ready to play or learn? Share some examples with a friend or draw a picture of these foods. What foods make you feel tired and sick? Draw a picture of how you feel after eating this food?

6 Healthy Relationships

6. Connections Support Healthy Relationships
6.1 Describe ways the community supports relationships with others
6.2 Explain how shared goals support healthy relationships; Explore how healthy relationships fulfill human needs; Practice words/actions that support friendship

- 1. How does your school or community help people be friends and work together? Can you think of a way your class helps each other?
 - a. What are some things the community does to help people feel connected, like sharing or helping someone who is sad?
 - b. Draw a picture of one of these helpers and write about how they improve our community. Think about people in your community who help others. Who are they? How do they support friendships and healthy relationships?
- 2. How do you think working together with others helps you achieve goals, like winning a game or completing a project?
 - a. What are some things you can say or do to be a good friend and help others feel happy?
 - b. What is something you and your friends want to do together? It could be playing a game, having a picnic, or working on a project. Write about your shared goal and how working together helps your friendship. What do you think you'll learn from it?
 - c. Think of some kind words or actions you can do to be a good friend. Write a list of at least three things. How do these words or actions make your friendships stronger? Share a time when you used one of these ideas to help someone feel happy.

7 Growth and Development

7. Growth is Multi-Faceted

7.1 Describe how the body grows and changes over time

7.2 Describe healthy hygiene practices

1. Think about how you have changed since you were a baby. What are some things you can do now that you couldn't do then?
 - a. Draw a picture of yourself as a baby and as you are now. Write a few sentences (or label changes) about how you have grown.
2. What are some ways you can keep your body clean and healthy? Make a list of your favourite hygiene practices, like brushing your teeth or washing your hands. Why are these practices important for your growth? Write a short paragraph explaining your ideas.
 - a. How do you think your body will change as you get older? What are some things you are looking forward to doing? Draw a picture of what you might look like when you are a teenager and write about the changes you expect.
 - b. Every day, we do things to take care of ourselves. Describe your morning or bedtime routine. What hygiene practices do you include? How do these routines help you feel good and grow strong? Write a story about your routine!

8 Financial Literacy

8. Ways money can be used

8.1 Explore the value of Canadian. bills/coins; Sort Canadian. bills/coins

8.2 Identify goods and services that can be exchanged for money (class economy)

1. Explore: Think about a Canadian coin or bill. What does it look like? What can you buy with it? Draw a picture of your favourite coin or bill and write a few sentences about what you would buy with it.
 - a. Imagine you have a big jar of Canadian coins. How would you sort them? Would you sort by size, colour, or value? Write a short story about how you would organize your jar and what you would do with the money afterward.
2. Goods and Services: Can you think of something you want to buy? Is it a good (like a toy) or a service (like getting a haircut)? Draw what you want and explain why it's important to you. How would you pay for it?
 - a. What would you sell if our classroom had its store? Would it be a good or a service? Describe what you would offer and how much it would cost. Why do you think your classmates would want to buy it?

Grade 2

1 Active Living

1. What Makes PE Meaningful
1.1 Describe experiences as a result of participation in adventurous play
1.2 Participate in Physical Activity on the land and discuss safety measures related to land-based activities
1.3/4 Participate in activities that provide personal enjoyment and have different levels of exertion

1. Remember a time when you played with friends and tried something adventurous together, like exploring or playing tag in a new area? What was your favourite part? What made it feel fun or special?
 - a. If you're playing near water, rocks, or in a forest, what are some safety rules you might need to remember? How do these rules help you enjoy the activity even more?
2. Think about a time you played outside on grass, dirt, or in the woods. What did you do, and what did you like best about playing in nature?
 - a. Can you think of a time when you tried something new and a bit risky while playing? What happened during that play?
 - b. What are some things you need to remember before going outside to play, like on a field or playground, to make sure you are safe?
 - c. Draw a picture of what you wear or bring with you to play outside in Spring and Winter? How are they different, how are they the same?
3. What is a fun activity you like to do that makes you feel excited and happy? Does it make you tired, or do you feel energized? Explain.
 - a. When you play a game, how do you know if it's easy or hard for you? What makes you want to keep playing?

2 Movement Skill Development

2a. Awareness and Movement are Connected
2B2 Reflect on the performance of movement skills and refine
2B3 Transfer movement. skills across Physical Activities
2c. Team Work support participation, safety, enjoyment
2C1 Display behaviours that support participating safely and participating for enjoyment
2C2 Exhibit Team Work in a variety of Physical Activity

1. After practicing a skill, like jumping or running, how do you feel? Do you think you got better after trying?

- a. What do you think you could do next time to make your movement even better?
Can you explain one thing you would change?
- 2. When you try a new sport or game, do you use the skills you already know, like running or throwing? How do they help you?
 - a. How do you think learning one skill, like balancing, can help you in other activities, like playing games or sports?
 - b. List three sports or activities where knowing how to throw a baseball would help you play or participate?
- 3. How do you help your team when you play games with your friends or classmates? Can you think of a time when teamwork made a game more fun?
 - a. What do you do to make sure everyone in the group gets a chance to play or have fun during a game or activity?

3 Character Development

3. Roles and Character Development
3.1 Describe/compare responsibilities in different roles and participate in a variety of roles in different contexts
3.2 Examine ways, individuals. positively contribute to comm. through difference roles.
3.4/6 Explain the health benefits of Self-reg. and Identify signals to help others self-regulate.
3.5 Describe strategies for self-regulation and practice a variety of self-regulation. strategies.
<ul style="list-style-type: none"> 1. When you play with a group, what are some of your responsibilities? How do you help others when you're part of a team? <ul style="list-style-type: none"> a. Can you think of different roles you might have when playing a game? What role do you like the most, and why? 2. How do you help your friends or classmates when you work together in a group? What makes you feel good about helping others? <ul style="list-style-type: none"> a. Can you think of a time when someone helped you and made you feel happy? What did they do, and how did it make a difference? 3. How does taking a deep breath or counting to five help you feel better when you're upset or frustrated? <ul style="list-style-type: none"> a. When you are feeling a little too excited or upset, what can you do to help calm yourself down? 4. Can you think of a time when you felt upset or too excited? What did you do to help yourself feel calm again? <ul style="list-style-type: none"> a. What is something you can do to help yourself feel better when you're feeling frustrated or mad? How does it work?

4 Safety

4. How to Promote Safety

4.1 Practice safety strategies in various situations
4.2 Discuss ways to respond in unsafe/uncomfortable situations
4.3. Classify situation as safe or unsafe: Describe situations where substances may be harmful Examine how safety can be improved in various situations

BROADER PERSPECTIVE HERE... These lend themselves to life lessons and personal development with shifting the language.

1. When you go outside to play or when you are with a group, what are some safety rules you always follow? (When you are in the class, what are some safety rules? What might happen if we didn't have rules?)
 - a. If you were running and felt like you might fall, what could you do to stay safe?
2. If you are playing and something doesn't feel right or feels unsafe, what should you do?
 - a. How do you know when something might be unsafe or make you uncomfortable? What should you do if you feel that way? Tell me about a time when the situation was uncomfortable and what you did to resolve or remove yourself from the situation (in Phys. Ed. or elsewhere).
3. What are some things that could be unsafe when you play or when you are around the house? How can you stay safe?
4. Share a time when you learned something was unsafe, like touching something hot or sharp? What could you do to make the situation safer? How would you explain this lesson to a younger student or sibling? What is something in our playground that, if not done in a safe way, could be unsafe?
 - a. Create a PSA (spoken, poster, skit) about a piece of playground equipment with a partner to share with the Kindergarten/Grade 1 class
5. What substances in your house could be harmful to your health and body?
 - a. Are there things on the internet that can be harmful to consume (watch)? Why is it important to assess risks in media?
 - b. Can you think of a YouTube clip of someone doing something unsafe activities? Describe the video. What are some of the risks that person took? If it did not go well, what could have happened?

5 Healthy Eating

5. Food impacts well-being
5.1 Discuss cues assoc. with hunger and thirst
5.2 Explore recommendations from a variety of food guidelines to support nutritional decisions
5.3 Examine pers. food preferences and Identify pers. food allergens
5.4 Discuss ways food provides insight into culture/culture/traditions

1. How can you tell when you are hungry or thirsty? What are some things you do to make sure you get enough food and drink?

- a. Recall a story about a time when you were really hungry or thirsty? What were you doing? How do you feel (tired, hangry...) and what could have done differently?
2. What kind of foods do you think help you grow strong and healthy? Why are these foods good for your body?
 - a. If you were going to make a healthy lunch, what kinds of foods would you choose, and why?
 - b. Have you ever eaten a meal at a restaurant and after felt really thirsty? Who do you think that is? (salt content)
3. What are some foods you really like to eat? Are there any foods that you really don't like to eat? Why do you think that is?
 - a. How do you know which foods are good for you and which ones might not be safe for you to eat? List 10 foods that are good for you, not just foods you like to eat.
4. What are some special foods your family eats at celebrations or holidays? Why are those foods important to your family?
 - a. Can you think of a food that people in your culture or family enjoy? What makes that food special?

6 Healthy Relationships

6. Healthy Relationships Portrayed in various contexts

6.1 Reflect on how pers. relationships are maintained or strengthened, both with people and nature or the environment

6.2 Identify how support in the community enhances well-being and practice sharing and listening to the ideas of others

1. How do you show your friends and family that you care about them? Can you think of a way you can help others or be kind to them?
 - a. What do you do to help take care of nature or the environment, like plants or animals?
 - b. Do you have pets? How do you show them love differently than say a plant or a parent?
2. How do people in your community, like teachers or neighbours, help others feel good? What do they do that makes them helpful?
 - a. How do you show that you care about others' ideas when you talk and listen? Why is it important to listen to others?

7 Growth and Development

7. Growth changes over time

7.1 Recognize how various factors affect healthy growth

7.2 Acknowledge body parts that growth is visible

1. How do you think eating healthy foods and getting exercise help your body grow?
 - a. What are some things you do that help your body grow strong and healthy?
 - b. What are some things you do that you know you probably should not do but do them anyway? Why do you think you do them even if you know they are not good for you?
2. Can you think of any parts of your body that are getting bigger or stronger as you grow? How do you know they are growing?
 - a. What are some things you do to help your body grow and stay strong, like eating healthy or moving?

8 Financial Literacy

8. Money Management is influenced by decision-making

8.1 Distinguish between a paying job and volunteer work and describe how money can be divided for different purposes

8.2 Practice making money-related decisions in various contexts

1. Imagine someone helps at a community garden, but they don't get paid. This is called volunteering. Can you think of a time when someone helped without getting paid? Why do you think they wanted to help?
 - a. Let's say you earned some money by doing a chore or helping out. What are some things you might do with that money? Would you save it, spend it, or maybe share it with others?
2. If you had some money, how would you decide what to spend it on? Would you buy something fun, or save it for later?
 - a. How do you think it's important to make smart choices about what to spend money on? What's something you would save money for?
 - b. If you had three jars—one for spending, one for saving, and one for sharing with others—how would you divide your money between them? Why would you choose to put money in each one?
3. Think about a time when you had to decide whether to save your money for something special or spend it right away. What did you choose, and how did you feel about your decision?
 - a. Imagine you're planning a party and have some money to spend on decorations, snacks, and games. How would you decide what to buy first? What would you do if you had some money left over?
 - b. Think of something you want to buy. Is it a need or a want? If there are two versions and one is cheaper and you can afford it now, would you buy the lower quality version or save to the better one that will last longer? Grade 3

Grade 3

1 Active Living

1. Different Activities need to be incorporated for Active Living (Active Living)
1.1 Experience and Reflect on how Physical Activity supports well-being
1.2 Identify and implement pers. strategies to overcome challenges in a variety of settings
1.3 Modify plans in response to seasons/environment.
1.4 Participate in risk-taking / adventurous play to promote well-being

1. Tell me three ways Physical Activity improves our bodies.
 - a. How do you feel after walking/running for 15(5) minutes?
 - b. What do you think about when you are running/walking/playing? Mental wellbeing aspect.
 - c. What do you think your life would be like in 10 years if you only walked for 10 minutes a day and sat for the rest of the time?
2. What would our lives be like if we did not walk for more than 5 minutes a day?
 - a. Tell me three things that Physical activity does for our body.
 - b. Describe three things your family has done outdoors that involved activity.
3. How could we change the rules for “rugby/cricket/baseball” to play in the winter?
 - a. What would we need to think about so we can still safely play?
 - b. Would we need to change any equipment or the field?
4. Tell me about a time in your life that was challenging emotionally (angry, sad, tired) but when you had to continue.
 - a. What lessons did you learn from that experience that you could refer to in a different situation?
 - b. How would you coach a younger sibling if they faced a similar situation?
 - c. Can you write it in three or four words? (Stop - Breathe - Act)
5. Tell me about a time when you were in a sketchy (risky) situation outside.
 - a. What did you learn about yourself?
 - b. How did you get out of the situation?
 - c. Did it change how you make decisions outside of school?

2 Movement Skill Development

2a. Tactics support movement competence
2A3 Investigate Tactics in First Nations, Inuit and Metis to build skills for daily life (what are current skills Physical Activity could be used to build)
2B4 Experiment with effort in a variety of movement contexts
2c. Teamwork supports positive interactions

2C1 Explore opportunities to contribute to Team Work
2C2 Engage in positive interactions to support Team Work

1. See Appendix for Sample Indigenous Tactical Framework
2. How did the First Nations, Inuit, and Métis people use physical activity to help them with everyday tasks? Can you think of a skill that Physical Activity helps you build today?
 - a. What are some physical activities that can teach us important skills for life? How can those activities be helpful in your day-to-day life?
 - b. What are some traditional skills from First Nations, Inuit, or Métis cultures that could be helpful in your everyday life? How could physical activity help build those skills today?
 - c. Can you think of any modern activities or sports that might use the same skills as those practiced by First Nations, Inuit, or Métis peoples? How do these skills help us in daily life?
3. How do you know when you need to put more effort into an activity, like running or jumping? What happens when you try your hardest in physical activity?
 - a. Can you think of a time when you used different amounts of energy during a game? How did the way you used your energy affect how you felt or did in the game?
4. What are some ways you can help your team during a game or activity? How do you think your teammates feel when you contribute to the team?
 - a. How can you be a helpful team member when everyone is working together? Can you think of something you did to help your group in a game or activity?
5. What can you do to encourage your teammates when they are having trouble or feeling down during a game?
 - a. How can you work together with your team to solve problems and make sure everyone feels good about the activity?

3 Character Development

3. Roles Connected to Character Development
3.1 Examine the requirements, purpose, and expectations of roles and occupations.
3.2 Investigate how personal talents and interests are influenced by role models
3.3 Examine how roles help individuals develop
3.5/6 Identify emotions in various situations and Create a plan to Identify self-regulation strategy

1. What do you think it takes to do a good job in a role, like being a leader or a helper, during an activity?
 - a. How do you think different roles in a team or group help everyone succeed? Can you describe what your role might be in a game?

- b. What are three of your roles at home or at school? List some expectations those roles come with. (eg. son, brother, garbage taker out, nephew, room cleaner...)
- 2. Who is someone you look up to, (like a teacher, coach, or family member)? What are some (3) of the traits you admire about that person? How has that person helped you discover your talents or interests?
 - a. What is something you like doing that you learned from someone else? How did they inspire you to try that activity?
- 3. What have you learned by playing different roles, like being a leader or a supporter, during physical activities? Do you prefer to lead a group, or follow someone else's lead? Why do you think that is your preference?
 - a. How do different roles in a game or group help you grow and learn new skills?
- 4. How can you tell when you're feeling excited, frustrated, or nervous during physical activities? What do you do to help calm yourself down?
 - a. If you're feeling upset during a game, what are some things you can do to help yourself feel better and stay in control?

4 Safety

4. Safety and Health
4.1 Examine situations that require proactive planning (every gym class is an opportunity)
4.2 Practice permission and refusal skills in various contexts
4.3 Explain the function or purpose of specific rules/guidelines in various contexts
4.4 Identify situations where certain behaviours would be appropriate (safe) and other behaviours would involve risk (RISK ASSESSMENT) Discuss reasons why substances are legal or illegal

1. Think about your next gym class. What are three things you can do to prepare ahead of time to ensure you have fun and stay safe?
 - a. Write a plan for a sports day at school. What activities would you include, and how would you make sure everyone can participate?
 - b. Discuss a time when you had to plan for an important event. What steps did you take, and how did it help you?
 - c. Imagine you are organizing a field trip. What are some things you need to consider to make sure it goes smoothly?
 - d. How does proactive planning help you in your everyday life? Share an example from school or home.
2. Write a dialogue between two friends where one asks the other to try something new. How can the second friend politely refuse if they don't want to?
 - a. Discuss why it's important to ask for permission before trying something. Can you think of a situation where it would be especially important?
 - b. Imagine someone asking you to do something that makes you uncomfortable. How would you practice saying no, and why is that important? Create a list of

- scenarios where you would like others to ask for your permission. What are the reasons behind each situation?
- c. Think about a time when you had to refuse something. How did it make you feel, and what did you learn from that experience?
3. Choose a rule you have at school. Why do you think this rule is important? Write a short explanation.
 - a. Discuss a rule at home that helps keep your family safe or happy. How does it make a difference in your daily life?
 - b. Imagine you are creating a new rule for your classroom. What would it be, and what purpose would it serve?
 - c. Write about a time when you broke a rule. What happened, and what did you learn about the importance of following rules?
 4. Create a chart that lists safe behaviours versus risky behaviours in different situations, such as at school, home, or on the playground.
 - a. Write a story about a character who faces a choice between a safe option and a risky one. What do they choose, and what are the consequences?
 - b. Imagine you are giving a presentation to your class about safety. What key points would you include to help your classmates make safe choices?
 - c. Think about a time you felt unsafe. What could you have done differently to stay safe? Write about the situation and your thoughts.
 - d. Can you think of a YouTube clip of someone doing something unsafe activities? Describe the video. What are some of the risks that person took? If it did not go well, what could have happened?
 - e. Is there any risks involved in playing video games? Physical, Mental, Emotional, Social? How can you minimize these risks?
 5. Write a paragraph (draw picture, write a few sentences) explaining why some substances, like alcohol or tobacco, are illegal for kids. What are the reasons behind these laws?
 - a. Discuss with a partner what you think are the effects of using legal substances (like caffeine) versus illegal substances. How do they differ?
 - b. Imagine you are a lawmaker. What substance would you make illegal and why? What would be the expected benefits of your decision?
 - c. Create a Venn diagram comparing legal and illegal substances. What are some similarities and differences?
 - d. Think about how advertisements influence people's choices about substances. How can we make sure we are making healthy decisions?

5 Healthy Eating

5. Nutrition has a function in the body
5.1 Explore the effects of food and hydration on the brain/body
5.2 Examine how food-preparation techniques can affect characteristics of common food (Science lab)

1. Write about your favourite healthy snack. How do you think it helps your body and brain?
 - a. Discuss the importance of drinking water throughout the day. How does hydration affect your energy and focus?
 - b. Imagine you are a scientist studying food. What experiments could you design to test how different foods affect your mood or energy?
 - c. Create a poster showing how different types of food (like fruits, vegetables, and sweets) affect our bodies. What are the benefits and drawbacks?
 - d. Think about a day when you didn't eat or drink enough. How did it affect your ability to learn and play? Write about your experience.
2. Choose a food (like an apple or a potato). How do different cooking methods (raw, baked, boiled) change its taste, texture, and appearance?
 - a. Discuss why some foods are better when cooked while others are better raw. Can you think of examples for each?
 - b. Write a simple recipe for a dish you enjoy. Explain how the preparation technique (like chopping, baking, or frying) affects the final product.
 - c. Imagine you are a chef experimenting in the kitchen. What new food preparation technique would you like to try, and what do you hope to discover?
 - d. Conduct a simple class experiment comparing raw and cooked versions of the same vegetable. What observations do you make about their differences?

6 Healthy Relationships

6. Problem Solving to support healthy relationships
6.1A Generate solutions to problems in relationship contexts (proactive) Identify. respectful and positive interactions Practice conflict-resolution strategies to support friendship
6.1B Generate solutions to problems in relationship contexts (proactive) Identify. respectful and positive interactions Practice conflict-resolution strategies to support friendship
6.2 Investigate how communities use resolution to restore balance (social studies)
6.3 Explain connection between resolution and development. of healthy relationships. <ol style="list-style-type: none"> 1. If you have a disagreement with a friend, how can you solve it so that everyone feels happy again? <ol style="list-style-type: none"> a. What can you do if someone is upset or not having fun during a group activity? How can you help them feel better? 2. What does it look like when people are being respectful to each other during games or activities? How can you show respect to others? <ol style="list-style-type: none"> a. How do you know when someone is being kind and respectful during a team activity? Can you give an example of a time when you were respectful to someone? 3. If you have a disagreement with a friend, how can you work it out so you both feel good about it?

- a. What are some ways to talk to a friend when you are upset with them? How can you make sure the conversation helps you both?
- 4. How do people in your community work together to fix problems or make things better for everyone?
 - a. Can you think of a time when a group of people worked together to solve a problem or make something fair?
- 5. Why do you think solving problems together helps make friendships stronger? Can you think of a time when working through a problem made your friendship better?
 - a. How do you think listening to others and finding solutions to problems helps create healthy relationships?

7 Growth and Development

7. Development Evolves through Growth
7.1 Describe developmental changes from childhood
7.2 Examine difference areas of development and how they are slow, fast or unchanged
7.3 Examine how personal development is related to the life stage
7.4 Communicate how internal and external factors affect development

- 1. What are some things about your body or mind that are changing as you grow older? Can you see or feel these changes?
 - a. How do you think you will change as you get older? What's something you are excited to learn or do as you grow?
- 2. What do you think is changing quickly about you as you grow, like your body or your thinking? What has stayed the same?
 - a. Can you think of something that changes slowly, like learning new skills? What is something that is changing faster, like growing taller?
- 3. How do you think being a child is different from being an adult? What are some things you can do now that you couldn't do when you were younger?
 - a. What are some things you are learning now that will help you when you grow up?
- 4. How do things like eating healthy food or getting enough rest help your body grow?
 - a. Do you think your mindset affects your experience in life as you grow older?
Optimist vs. Pessimist
 - b. Can you think of something outside of you, like your family or friends, that helps you grow and learn new things?

8 Financial Literacy

8. How to support money management
8.1A Discuss the importance of responsible spending and saving
8.1B Identify possible short-term and long-term saving goals

1. Why is it important to save money? What are some things you might want to save for?
 - a. How do you decide what to spend your money on? What are some things you should think about before spending?
2. If you wanted to buy something special, how could you save your money over time to get it?
 - a. Can you think of a goal that you could save money for, like a toy or a trip? How would you save for it?
3. Jars: How much (percentage) would you put in the following Jars... explain your answer.
 - a. Spend
 - b. Save
 - c. Give (donate)
 - d. Other: _____

Grade 4

1 Active Living

1. Different Activities contribute to Active Living
1.1 Investigate how Active Living choice may change over time and reflect on building knowledge and skills in a variety of Physical Activity
1.3 Engage in enjoyable and engaging Physical Activity
1.4 Participate in Physical Activity available and accessible within the local community

1. How have your favourite physical activities changed over time? What new skills have you learned in physical activities that you didn't know before?
 - a. Think about how you felt when you first tried a new physical activity. How did your knowledge and skills improve as you practiced it?
 - b. If you were asked to plan a Phys. Ed. Program for 50 year olds, what would activities would you include? How about for 80 year olds? 2 year olds? Explain your choices. (Discussion: pick one activity to share).
2. What makes a physical activity fun for you? Can you think of a time when you were enjoying a physical activity—what made it so enjoyable?
 - a. How can we make sure that physical activities are fun and exciting for everyone, even if we all have different interests?
3. What physical activities are available in your community that you like to participate in? What makes these activities special or enjoyable?
 - a. How can your community help more people get involved in physical activities? What activities would you like to see offered in your neighbourhood?

2 Movement Skill Development

2a. Elements of Tactics and Movement support Active Living
2A2 Transfer strategies/tactics across various Physical Activities
2A4 Reflect on strategies/tactics in various Physical Activities
2A5 Modify strategies/tactics based on changes in game situations (increasing complexity of games)
2c. Elements of movement support Active Living
2C1 Reflect on contributions made during a team activity
2C2 Demonstrate effective Team Work strategies during Physical Activities (scaffolding)
2C3 Experience a variety of roles and responsibilities to support a team Explain the impact of communication (+ and -) on role clarity in Physical Activity

1. Can you think of a strategy you used in one physical activity that helped you in another activity? How did that strategy work in both situations?

- a. When you learn a new skill or tactic in one sport, how do you think it might help you in other games or activities eg. throwing a baseball?
 - b. What sports do you think have the highest levels of transfer to other sports? (answers include track and field, gymnastics, martial arts).
2. Explain two strategies you (your team) use in a game that helps your team succeed? Can you think of a time when you needed to change your strategy during a game?
 - a. How do you decide what strategy to use in a game? What helps you know when it's time to change tactics?
3. Have you ever played a game where the rules changed in the middle? How did you adjust your strategy to keep playing successfully?
 - a. Why do you think changing the rules of a game can help players improve their skills? How does it make the game more challenging?
 - b. Think of your favourite game to play. If you were teaching this game to grade 1 students, how would you start playing with just 2 rules?
4. What role did you play in your last team activity? How did your actions help the team succeed? If you did not have a role, how did you contribute to the game? Could team roles help your success in the game? Explain.
 - a. Think about a time when you helped a teammate. How did your contribution make a difference in the team's performance?
5. What are some important teamwork strategies that help you work well with others in the Gym/Class/Family/Friend group? Can you give an example of when these strategies helped your team?
 - a. How do you make sure everyone in the group feels included and supported during a physical activity? Why is this important? What do other people do that makes you feel included (examples, story...)?
6. How does clear communication help everyone understand their role in physical activity? Can you think of a time when poor communication confused a team?
 - a. Why is it important to listen carefully when working with others? How can communication help solve problems during a game or activity? Give examples.

3 Character Development

3. Variety of Life experiences influence resilience and perseverance
3.1 Determine a variety of contexts where experiences can be individual or shared and investigate experiences in a variety of contexts
3.2 Examine how experiences with places, artifacts and land can be meaningful
3.3 Describe strategies for resilience
3.4/6 Examine how challenging situations involve persistence and how volunteering contributes to purpose and belonging
3.5 Examine the connection between perseverance and personal growth and explain how perseverance affects skill development and motivation

1. Think about a physical activity you like to do by yourself. How is it different from one you do with a group? What do you enjoy about each?
 - a. In what ways can shared experiences in physical activity help you connect with others? Can you think of a time when a shared experience made you feel close to someone?
2. Tell me about a place in nature or your community where you have had a special experience? What made that place meaningful to you? Draw a picture or sketch the spot.
 - a. How do physical activities in different places (like a park, field, or gym) change the way we experience them?
 - b. How would you modify a game of (dodgeball, cricket, baseball) to play in a totally different venue (eg. classroom, soccer field, movie theater...)? Would this make the game more exciting? Explain.
3. What do you do when things get tough in a game or activity (or family)? How do you stay positive and keep trying?
 - a. Give me an example of the above from your life.
 - b. Think about a time when you didn't give up during a challenging activity. What helped you stay strong and keep going?
4. Can you think of a time when you faced a challenge in a physical activity? How did you push through and keep going?
 - a. How does helping others, like volunteering (in a team or in class), make you feel more connected or part of something bigger?
5. Think about a skill you had to work hard at improving. How did you feel after practicing for a long time and getting better?
 - a. How does perseverance in one activity help you stay motivated to try other things?
 - b. Tell me about a time in your life when you REFUSED to give up to finish.

4 Safety

4. Responsibility affects Safety
4.1 Describe responsibility and impact on personal / group safety in a variety of contexts
4.2 Identify. situations where response. supports the rights and feelings of others
4.3 Examine how responsibility can impact safety in a variety of situations

1. What does being responsible for your own safety look like in a physical activity? How do you help keep your team safe?
 - a. Why is it important to follow safety rules in physical activities? How do safety rules help everyone have fun?
2. How can you show responsibility for the feelings of others during a physical activity or game? Can you think of a time when you made sure everyone felt included?
 - a. What should you do if someone is feeling left out or upset during a team activity? How can you help them feel better?

3. What responsibility do you have when you are playing a game with others? How can your actions keep everyone safe?
 - a. Why is it important to think ahead and plan for safety during physical activities, especially when you are working with others?
 - b. Can you think of a YouTube clip of someone doing something unsafe activities? Describe the video. What are some of the risks that person took? If it did not go well, what could have happened?
 - c. Is there any risks involved in playing video games / social media / advertizement? Physical, Mental, Emotional, Social? How can you recognizxe and minimize these risks?

5 Healthy Eating

5. Nutrition influences health
5.1 Explain the effects of nutrition on well-being
5.2 Identify / Consider sources of credible nutritional info / determine requirements for balanced food choices
5.3 Explore benefits associated with various foods and Investigate food choices that require alternative sources of nutrition

1. How do healthy food choices affect the way you feel and perform during physical activities or at school?
 - a. What happens when you don't eat enough or eat unhealthy foods before playing a sport or being active? Taking tests? Going to sleep?
 - b. Ideally, how much time should you leave between your last meal and going to bed? Explain your answer and reasons why.
2. Where do you get information about healthy foods? How do you know if a source is trustworthy?
 - a. What do you think is important to include in a balanced meal before doing a physical activity vs. driving in a car for 3 hours?
3. How do different types of food give you the energy to stay active? Can you name a food that helps you feel energized?
 - a. List three foods that you think are important for keeping your body strong and healthy. Explain your answers.
 - b. List three foods that have a negative impact on your energy levels. Explain why you think they have that effect.

6 Healthy Relationships

6. Conflict resolution and healthy relationships can be mutually supportive
6.1 Describe strategies that support resolution, conflict or challenge
6.2 Recognize harmful behaviours

Identify actions that can be taken when bullying occurs
6.3 Discuss the importance of traditional First Nations, Metis, and Inuit events and ceremonies and how they reconcile relationships
6.4 Explain the significance of acknowledging conflict and taking responsibility in conflict resolution and discuss multiple points of view involved in the resolution

1. When you have a disagreement with a teammate, what strategies can help you resolve the problem and keep playing together?
 - a. How can you help solve a conflict during a game so everyone feels respected and heard? Write a dialogue (skit) between two team mates to show a positive AND a negative result.
 - b. Recal a time when you had conflict with someone? How did make you feel? How did you handle the situation? What would you do differently next time?
2. What do you think bullying looks like in physical activities or games? How can you help stop it?
 - a. If you saw someone being bullied, what would you do to help them feel safe and included?
3. Why is it important to learn about and respect the events and ceremonies of First Nations, Métis, and Inuit cultures? How do these traditions help build understanding and connection?
 - a. Does your family have any traditions around special days like birthdays, holidays, or big accomplishments? Explain one in detail. What would it feel like if you were told your family was no longer allowed to celebrate these days?
 - b. How can we honour the traditions and ceremonies of First Nations, Métis, and Inuit people in our community activities?
4. Why is it important to listen to everyone’s point of view when resolving a conflict? How does understanding different views help solve problems?
 - a. When you make a mistake or contribute to a conflict, why is it important to take responsibility for your actions? How does this help make things right?

7 Growth and Development

7. Change is reflected through development
7.1 Describe changes related to social-emotional development
7.2 Consider how to interact and respond to others in a variety of contexts and settings.
7.3 Describe changes related to intellectual devel.
7.4 Explore ways of supporting personal development

1. What are some ways you’ve changed how you handle your feelings and emotions over the past year? Are there any areas of your emotional life that you still would like to learn to manage?

- a. How do your emotions affect the way you play sports or work in teams and groups?
 - b. Describe a time in your life when you felt left out of a group? What did you do when you felt this way? Does it help or make it worse? Have you ever excluded someone from an activity? What was your reasoning for excluding them? How do you think it made them feel?
2. Do you adapt the way you talk or act depending on the situation or who you're with? Describe a time when you adjusted your actions to make others feel comfortable, even if it was not true who you are? How did you adjust your personality? How did that feel? Is it important to change who you are to make other people feel comfortable? Explain.
- a. What is the best way to respond when someone needs help or encouragement during a physical activity or game, especially if they are not participating? Does getting frustrated with them honour who they are in the moment? Explain.
3. How do you think your thinking and problem-solving skills have changed over the years? Tell me about a time when you had a hard time learning something new, something that you could not get on the first or second try. What is the hardest part of learning something new?
- a. When learning a new skill, what steps do you take to figure it out?
4. What are some ways you help yourself grow and improve in different activities? How do you stay motivated to keep improving?
- a. How do you set goals for yourself to get better at something, like sports or other skills?
 - b. What is something you would like to improve in your life? What is the BIG goal? What are three little goals you could work towards to get to the BIG goal? (physical, emotional, relationship, fun and relaxation, hobbies, sport, spiritual, friendships...)

8 Financial Literacy

8. Personal Finances
81A Identify a variety of situations that would use different forms of money
81B Consider a variety of factors when making decisions about spending money.

1. What are some situations where you need to use money? How do you decide what to buy?
 - a. Tell me about a time when you had to choose between spending or saving money? What did you want to buy? Was it a NEED or a WANT? What did you learn from these choices?
2. When you decide on spending money, what are the most important things to think about?
 - a. What might happen if you spend all your money on something right away, instead of saving some for later?
 - b. Describe a time when you REActive LivingLY wanted to buy something. What was it? Why was it sooooo important to you at the time? Did you get it? How

long did the THRILL of buying it last? Was it worth it? Do you still have it?
Looking back, would you have bought it if you had the chance again?

Grade 5

1 Active Living

1. Relationships between motivation and Active Living (Active Living)
1.1 Describe internal and external factors that influence motivation to be active
1.2 Consider why motivation is important to Active Living
1.3 Examine ways adventurous/challenging activity improve motivation for skill development
1. What are some things that make you feel excited or motivated to be active? Can you list three things that help you feel energized to participate in physical activities? a. Think about a time when you didn't feel like being active. What changed to help you feel motivated again? Was it something you saw, heard, or felt? b. List three benefits to moving your body and being active? Why do you think people choose to just sit and watch TV when Being Active has so many benefits?
2. Why do you think it's important to stay motivated when it comes to being active and taking care of your health? What are three ways motivation can help you stick with a physical activity? a. What motivates you do more physical activities? Can you share a time when motivation made an activity more fun or interesting for you? Share a time when you could have gone and done something active but chose to watch TV or Play Video games? Why did you choose to be on a screen?
3. Can you think of an adventurous (outdoor) or challenging activity you've tried that helped you get improve your skills? How did that activity make you feel when you accomplished it (monkey bars, skiing, climbing, skating, swimming)? a. Why do you think trying difficult activities can help you become better at something, like sports or a new skill? What's one challenging activity you'd like to try and why? b. Tell me about a time when you were nervous or scared to do something new (diving board, performance...). Did you do it anyway? How did you feel either way? Was the fear and worry necessary? Why do you think our brain makes us feel nervous and afraid before we try something new for the first time?

2 Movement Skill Development

2a. Tactics support decision-making in Physical Activity (Physical Activity)
2A1 Adjust strategies and tactics based on strengths of participating in Physical Activity and games
2A3 Reflect on the outcomes of strategic and tactical decisions
2A4 Assess the effectiveness of tactics in various Physical Activity and game structure Recognize how a change in rules influences tactics being used

2c. Diverse Movement patterns contribute to success across Physical Activity

2B3 Adapt elements of movement to enhance movement. patterns

Identify patterns and elements of movement. visible in rhythmic/expressive Physical Activity (dance flocking, back to front, 3x)

2C1 Practice collaboration during Physical Activity (needs to be scaffolded)

2C2 Demonstrate respect for others' perspectives and contributions when making decisions to achieve goals

1. When you play a game or sport, how do you decide what strategy will work best for your team based on everyone's strengths? Can you think of an example where adjusting your strategy helped your team?
 - a. Have you ever changed your approach to a game because of what you or others are good at? How did that affect the outcome of the game?
2. Think of a time when you made a decision during a game that turned out to be a good choice. What was the decision, and how did it help your team or yourself succeed?
 - a. Have you ever made a decision during a game that didn't work out as planned? What did you learn from that experience, and how would you make a different decision next time?
3. When playing a game or sport, how do you decide if a tactic is working or not? Can you think of a tactic that worked really well, and why?
 - a. How do the rules of a game influence the way you use tactics? Can you describe a time when you had to change your tactic because of a rule?
 - b. Have you ever played a game where the rules changed during the game? How did you adjust your strategy or tactics to fit the new rules?
 - c. Why do you think changing the rules of a game might change the way you play? How would you react if you had to change your strategy because of new rules?
4. Think about a time when you had to adjust the way you moved to improve your performance in an activity. What did you change, and how did it help?
 - a. When practicing movements like dance or sports drills, how do you adapt your movements to make them flow better or feel smoother? Can you give an example?
5. What are some movement patterns you notice in activities like dance or group games? How do these patterns help you stay in sync with others?
 - a. In activities like dance or other rhythmic movements, how do you improve your coordination with a group? Can you give an example of a time you practiced moving with others?
6. How do you work with others when playing a team game or doing a physical activity? Can you describe a time when working together made the activity more fun or successful?
 - a. What are three things you can do to make sure you collaborate well with others during a physical activity or sport?
7. How do you make sure you respect other people's ideas when making a decision in a group activity or game? Can you think of a time when listening to someone else help the group?

- a. Why is it important to value what others bring to the table during a team activity?
How can you show respect for everyone's opinions?

3 Character Development

3. Variety of Life experiences influence resilience and perseverance
3.1/2 Examine how life experiences can shape understanding over time, and how they influence thinking/behaviour over time
3.4 Connect personal knowledge and skills to opportunities for volunteering in the community
3.5 Connect perseverance to improvements in individual or community circumstances
3.6/7 Identify protective factors that can support perseverance and their effects on personal wellbeing

1. How have your past experiences in (physical activity/school/outside activities/being a sibling) or sports helped you understand yourself better? Can you think of a time when a lesson learned in one activity/situation helped you in another?
 - a. As you've grown older, how have your thoughts and feelings about (physical activities/nutrition/friendship/responsibility/emotional regulation) changed? What lessons have you learned that have helped you improve?
2. What skills from (sports/physical activities/school/religious practices/family life) do you think could help you when volunteering or helping others in your community? Can you list three skills you could share with others?
 - a. How do you think being good at a physical activity/fit and strong/ full of energy could help you in your community/school? What are some (Brain storm 3) volunteer opportunities where you could use these skills? (shoveling, helping neighbors, babysitting....)
3. Think of a time when you had to keep trying, even when something was difficult. How did perseverance help you improve in that situation?
 - a. Why do you think perseverance is important when trying to improve in sports or other activities? Can you give an example of when your perseverance led to a positive outcome?
4. What are some things or people in your life that help you stay positive and keep trying, even when things get tough? How do these factors support your perseverance? Recount a story when you overcame a tough situation including how you resolved the challenge. Looking back, what would you do differently.
 - a. Can you think of a situation where you stayed determined because of support from others? What did they do to help you keep going?

4 Safety

4. Responsibility leads to a desired outcome

4.1 Reflect on consequences of personal actions affect the well-being of self and others and examine the impact of variety on personal actions and decisions

4.2 Describe a situation where responsible leadership supports the safety/well-being of self or others

4.3 Identify laws, rules, practices, and protocols that support safety and well-being in a variety of contexts

1. When you decide on doing a physical activity, how do you think it will affect yourself and others? Can you think of a time when your actions had a positive or negative effect on the group?
 - a. Why is it important to think about how your actions might affect others during a game or activity? What are three things you can do to make sure your actions are responsible?
2. Can you think of a time when a leader (like a coach or captain) helped keep the group safe or supported everyone's well-being? What did they do to make sure everyone felt safe?
 - a. What are some ways a leader can help keep people safe during a (physical activity/sport/field trip/vaction...)? Describe a situation where good leadership made a difference to you or a group of people?
 - b. May have to ask and define types of leadership (servant, from back, direct, authoritative, autocratic, democratic).
3. Why do you think it's important to follow rules and safety practices during (physical activities/life/school/home)? Can you list three rules that help keep everyone safe?
 - a. Have you ever played a game where following the rules helped keep everyone safe? How do rules support well-being during sports and activities?

5 Healthy Eating

5. Nutrition contributes to health and well-being

5.1 Describe how nutrition can affect mental and physical health and well-being

5.2/4 Research the effects of nutrition and hydration on body systems and investigate personal factors influencing nutrition and hydration requirements

5.3 Discuss nutritional sources from various cultures and traditions

5.5 Assess the nutritional value of various snacks and meals

1. How do the foods you eat help you feel during physical activities? Can you think of three food that helps you feel energized and three that makes you feel sluggish? Why do you think these foods have these effects?
 - a. Why do you think eating the right food is important for staying healthy and active? What are three foods you eat that help you perform better in physical activities, mental activities, endurance activities, strength activities.?
 - b. How do the foods you eat help you feel during physical activity or sports? Can you list three foods that make you feel strong and focused?

- c. Think about a time when you ate something healthy before an activity. How did it affect your energy and performance? Why do you think nutrition is important for mental and physical health?
2. How do you think staying hydrated affects your performance in sports or other activities (school, testing situations, studying? Can you list three ways drinking water (hydration) helps your body and energy levels?
 - a. What have you learned about nutrition that helps you make better choices about what to eat before or after physical activity? How do your personal needs influence what you eat?
3. Can you think of a traditional food from another culture that helps with physical health? How does this food support energy or health during physical activity?
 - a. What are some foods from different cultures that you've tried and liked? How are they different from what you typically eat, and how do they benefit your health?
 - b. What are some different foods from various cultures that you think might be good for athletes? What makes these foods special for physical activity or health?
 - c. Research the nutrient profile of a food from a different culture and compare it to something similar your family eats on a regular basis.
4. When choosing a snack before or after physical activity, what are the most important things you consider? Can you list three things you look for in a healthy snack?
 - a. Think about a meal you ate before an activity. How did it affect your energy or performance? What would you change to make it more balanced and nutritious?
 - b. Think about a snack you ate in the last 24 hours. What in it was beneficial for your body, and what in it may not be supporting your physical and mental health?
5. **PROJECT: See Appendix for Grade 5 Nutrition Project.**

6 Healthy Relationships

6. Healthy relationships support understanding in various social contexts
6.1 Describe how experiences affect individual or group perspectives and Identify personal and environmental factors that influence perspectives
6.2 Describe how listening and communication skills affects individual and/or group understanding and Identify ways to reconcile different perspectives and opinions within the group

1. How have your past experiences in sports or (physical activities/freindships/family/school) changed the way you see yourself or your abilities? Recall a time when you learned something new that changed your perspective? How have your beliefs/behaviours/language changed?
 - a. How do your experiences in group activities/sports help you understand other people better? Can you share a story where your perspective changed because of working with a team?
 - b. How do the following things affect your feelings/beliefs/patters of physical activity: where you live, your family traditions, or your environment affect your thoughts

- about physical activity? List three things that influence the way you think about exercise?
- c. List three ways your personal experiences or the environment around you make a difference in how you approach sports or physical activities? Explain?
Example: how would someone raised in Canada vs England approach a hockey unit?
2. How do good listening and communication help in a team activity/group work/classroom activities/sport teams? Share a time when listening carefully helped solve a problem or make a decision in a group?
 - a. When there are different opinions in a group, how do you make sure everyone feels heard and understood? Describe a time when you helped resolve a disagreement in a group by communicating well?

7 Growth and Development

7. Maturation, growth and development are interconnected
7.1 Describe the impact maturation has on the brain
7.2 Identify and describe physical, cognitive and behavioural changes that occur during adolescence

1. As you've grown older, how do you think your brain and thinking have changed? Can you describe three things that are easier for you now compared to when you were younger? Do you notice any situations that are easier to handle as you get older? Use specific examples.
 - a. How do you think the way your brain works helps you get better at physical activities, like sports or dance? Can you think of a skill that you've improved because of changes in your brain?
2. What are some changes you've noticed in your body or how you think as you're getting older? How do these changes help you with physical activity or sports?
 - a. How do the physical and mental changes you experience as an adolescent affect your ability to participate in physical activities? Can you list three changes you've noticed in yourself? Sketch your self at the age of 5 in your favorite outfit. Then sketch yourself now. Note the major differences and similarities. (fun task, have them draw the same outfit on the current body to see how much they have grown).

8 Financial Literacy

8. Supporting financial goals
8.1A Develop a simple budget for an activity or event
8.1B Examine the components of a budget
8.1C Create a savings plan for short-term and long-term goals

8.2 Examine factors that influence consumer choice

1. Imagine you are organizing a fun event or activity with your friends. How would you create a simple budget to make sure everything is covered? What would you include in your budget?
 - a. What are some things you would need to think about when making a budget for a sports event or activity? Can you list five things you would include in your budget? Estimate what the costs would be to host the activity for your class/school? How could you raise that much money? How much time do you think you would need prior to the event to put it all into action? Challenge: create a student committee and run the event.
2. What are the most important parts of a budget? Can you list three things you would need to include in a budget for an activity? Does Tax factor into your bottom line.
 - a. When planning an event or activity, how do you decide what to spend money on? Can you think of three different costs you might need to consider?
3. If you wanted to save money for a special event or activity, how would you make a savings plan? Can you explain three things you would do to save money?
 - a. Think about something you want to buy in the future. How would you plan and save for it over time? Can you list three steps you would take to save enough money?
4. When you need to buy something for yourself, what factors help you decide what to buy? Can you list three things that influence your choice?
 - a. How do you think your personal needs and interests affect the things you choose to buy or use for physical activities? Can you give an example of how this has influenced your decision before?

Grade 6

1 Active Living

1. Motivation can support engagement in Active Living
1.1 Connect daily routines and planned Physical Activity with Active Living goals
1.2 Participate in a variety of moderate to vigorous Physical Activity that support training principles
1.3 Recognize influences of motivation on movement skill development and proficiency in various Physical Activities
1.4 Describe personal and community supports associated with motivation and Active Living

1. (How) Do your daily activities help you reach your goals for staying active? Can you give an example? List all of the things active things you do regularly in a day. What things do you do every day that improves your physical well being? How to they improve?
 - a. Think about your current physical activity routine. How does it help you stay healthy and reach your personal fitness goals? What changes could you make to improve it? List two of your personal fitness goals. What are you doing to reach those goals?
2. What kinds of physical activities do you enjoy that challenge you to work harder? How do these activities help you improve your skills and fitness?
 - a. Can you explain why it's important to try different types of physical activities? How can this help you grow stronger and stay healthy?
3. What makes you feel motivated to do your best during physical activity? Can you think of a time when you worked hard at something because you were motivated?
 - a. How does motivation help you get better at physical activities? Are there any times when you felt less motivated, and what helped you push through?
4. Who or what encourages you to stay active and healthy? Can you name three people or things that help you keep up with your physical activity goals? Think of two people in your life who you aspire to be like? What are some things they do that might support how they live? If you could ask them three questions about how they live their life, what would they be? What advice do you think they would give you about how to improve your well-being?
 - a. How do people in your community support you in staying active? What do they do to help you stay motivated to keep moving?

2 Movement Skill Development

2a. Structure brings organization to Physical Activity
2A1 Describe the structure of improving Physical Activity performance in the learning environment

2c. Movement patterns function to improve performance

2C1 Practice conflict resolution skills and Reflect on practices used to resolve conflict (worked, didn't, different)

2C2 Discuss how cooperative/competitive situations influence thinking and/or actions to resolve conflict and promote cooperation

1. When you participate in physical activities at school, what steps help you perform your best? What is the most important thing to do first? Recall a time when you were learning a new skill that you did not get immediately. What was the process of learning that skill? (practice - mentorship - observation). Explain
 - a. How do you prepare for a game or a physical activity session? Can you list three things that help you do your best during these activities?
2. Think of a time when you disagreed with someone in (a physical activity, classroom, on the park, at home). Describe how did you and the other person handled it? What helped you resolve the situation? Did the problem resolve? Looking back at the incident, would you handle it differently?
 - a. **Use the Leadership Framework to explore:**
 - i. **What worked? What didn't work? What could you do differently?**
 - ii. **(great in small groups after a session or game)** Key understanding is that there is never any calling out group members, only personal experience and broad ideas. Eg. It didn't work that even when I was open I never got the ball vs. Wendy never passes the ball to anyone she doesn't like.
 - b. Can you think of a situation when you had to solve a problem with someone in a team sport? What strategies worked well to solve the conflict?
3. Does the intensity of competition affect how do you act when you are in a team game with others? What helps you work together with your teammates to solve problems and win?
 - a. Have you ever been in a competitive situation where things got tense? How did your team handle the pressure, and how did that affect your ability to cooperate?
 - b. When playing a game, how would your responded if a player started taking the game so seriously they were insulting both their team and their opponents, or trying to everything themselves? Has this ever happened to you? Explain.

3 Character Development

3. Supporting lifelong learning

3.1 Relate personal skills and interests to various life roles (what could you do)

3.2 Examine changes in personal interests, strengths, and skills over time and reflect on personal skills/interests for continual development and growth

3.4 Discuss the effects of volunteerism on self and community and plan for potential volunteer opportunities in school and comm.

3.5 Identify Experiences in which discipline can have a positive effect on well-being

3.6 Apply motivation strategies in a variety of contexts

3.7 Relate strategies to achieve goals in a variety of contexts

1. What are some activities you're good at that could help you in different parts of your life? How could these skills help you in the future?
2. How have your interests in physical activities changed over the years? List three things you used to enjoy but don't anymore and explain why you moved on? What are three new things you do and explain why you enjoy them?
 - a. How have your skills in physical activities improved? What new skills would you like to develop in the future?
3. What have you learned from helping others or volunteering? How did it make you feel, and how did it impact your community?
 - a. Can you think of three ways you could volunteer at school or in your community? How do you think volunteering might help you grow as a person? Describe a time someone helped you out or did something nice without expecting anything in return; how did they impact the situation or your life?
4. When you work hard at something, it takes discipline. How has practicing discipline in physical activity/sports/music/family/school helped you feel better physically or mentally? Describe or recount a time when you had to stick to a task to improve or finish the task you committed to completing.
 - a. Think about a time when you stuck to a goal, even when it was tough. Describe what it was the outcome, and how did it help you improve your well-being?
 - b. Have you ever given up on a goal? Describe and explain why.
5. When you feel tired or discouraged during a physical activity, what strategies do you use to motivate yourself to keep going?
 - a. Can you think of a situation where you helped motivate someone else to keep trying in a physical activity? How did you do it?
6. What is a personal goal you are working on in (sports/physical activity/family life /friendship/school/hobbies/music)? How are you planning to achieve it? What steps are you taking?
 - a. Think about a time when you reached a goal. What strategies did you use to reach that goal? What would you do differently next time? Describe the steps you took to achieve this goal
 - b. **GOActive Living SETTING TRACKING SHEET.**

4 Safety

4. Risk influences the outcome of an action

4.2 Describe the consequences of risk-taking in various contexts

4.3 Recognize risks associated with substance use and Identify positive choices and actions that reduce the risks associated with substance use

4.4 Reflect on the positive and negative impacts (mental, physical and safety) of risk-taking in a variety of contexts

1. Have you ever taken a risk during a physical activity? What happened as a result? How did you feel afterward?
 - a. What are the possible consequences of taking risks in sports? How can you make sure that taking a risk is safe and smart?
2. Why is it important to make good choices about substances like drugs and alcohol? What are some risks of using substances in sports or physical activity?
 - a. Can you list three things you can do to avoid risky situations with substances and stay safe?
3. What are some examples of good risks that lead to positive outcomes in sports/ physical activity/ school/ relationships? How do these risks help you grow? Recount a time that exemplifies the positive effects of good risks?
 - a. What are the negative effects of taking risks that could harm your safety or well-being in physical activity? How can you avoid these risks?
4. Can you think of a YouTube clip of someone doing something unsafe? Describe the video. What are some of the risks that person took? If it did not go well, what could have happened?
 - a. Are there any risks involved in playing video games / social media / advertisement? Physical, Mental, Emotional, Social? How can you recognize and minimize these risks?

5 Healthy Eating

5. Access to food affects nutrition

5.1 Identify factor that affects access to food

5.2 Discuss the effects of limited nutrition choices on physical/mental well-being.

5.3 Evaluate how access affects nutritional choices in various contexts
Compare food costs in a variety of contexts

1. What are some reasons why it can be hard for some people to get healthy food? Can you think of three things that might make it easier or harder to get food?
 - a. How do you make decisions about what foods to eat at home or school? What factors influence your choices?
2. How do you think eating healthy foods affects your energy and focus during physical activities or at school? How do unhealthy foods affect our mood, bodies and experiences? Give an example of a time you ate too much food and how you felt?
 - a. Why do we call some food healthy, and some food unhealthy, but most people eat a combination of both?
 - b. What happens when you don't have enough nutritious food to eat? How can it affect your mood or energy levels?

- c. The way you feel right now is the result of your last 72 hours of food, stress, sleep and thoughts? In the last three days have you eaten anything you think might not be supporting your current physical well-being?
3. Where you live or your family's resources affect the kinds of food you eat? Tell me about your thoughts about how some countries/people/families have lots of food choices and others have very little.
- a. 100 years ago people did not have food being trucked in from all over the world. What do you think you would be eating for breakfast, lunch, and dinner if we could not bring food in from other countries? Can you think of ways this might make a difference in your physical activity?
 - b. If you had more choices about what to eat, how would you make sure you're getting the best foods for your body? Make a list of your ideal meal plan for one day at school including breakfast, lunch, snacks and dinner. How is this different from what you ate yesterday? (Draw it - sketch it - write it - talk about it.)

6 Healthy Relationships

6. Healthy relationships support understanding in various social contexts
6.1 Demonstrate positive social behaviours to develop and maintain healthy relationships
6.2 Consider ways in which diverse perspectives align or differ and Identify how consideration of others' perspectives contributes to empathy
6.3 Examine the connection between perspective and social/emotional well-being
6.4 Examine how empathy with different perspectives supports healthy relationships

1. List 3 to 5 things you do to be a good friend or teammate? How do these behaviours help build strong relationships or cohesive teams?
 - a. Can you think of a time when you helped someone else feel included or supported during a group activity? What did you do? How would that persons experience have been different if you just ignored them?
2. Think about a time when you saw things differently than someone else. How did you work together to understand each other's point of view? Describe the situation. Use the leadership framework above to think through it.
 - a. Why is it important to understand other people's feelings and opinions in sports or group activities? How does this help create a better team or group?
3. How can seeing things from another person's point of view help you feel better in tough situations, like during a team sport or group project? Describe a time when you had to work through a situation where people thought different things. What happens when two people disagree and are not willing to listen to the other person.
 - a. Why do you think having a positive perspective about a situation can help you feel happier or more confident?
4. How can showing empathy toward others' feelings help you build a stronger friendship or teamwork? Example.

- a. Can you think of a time when showing empathy helped you solve a problem with someone? What did you do to understand their perspective? Example.

7 Growth and Development

7. Decision-making supports change during maturation

7.1 Consider the impact of physical, cognitive, emotional and social changes during maturation in adolescence

7.2 Identify personal and environmental factors that influence well-being/maturation during adolescence

1. What changes have you noticed in your body or emotions as you get older? How have these changes affected your activities or sports/ in class/ friendships?
 - a. What (physical/cognitive/emotional/social) changes do you think will happen as you grow? How might these changes affect how you feel or how well you do in physical activities?
 - b. As you get older, what responsibilities have been added to your in your family/school/team? Why do you think you were not given these responsibilities at a younger age?
 - i. OAR BED Framework: Ownership-Accountability-Responsibility / Blame-Excuses-Denial
2. What things help you stay healthy and happy during this stage of life? How do these things affect your physical and emotional growth? What things affect your wellbeing in a negative way? What coping strategies would you like to learn more about to balance out these events?
 - a. How do people or situations around you (like family, friends, or school) help you grow and stay healthy during adolescence?
 - b. Who are some adults that you admire? What advice would they give you if you were struggling with life situations? If you could ask them three questions about living a healthy life, what would you ask them for advice on? What are three things you admire about those individuals? Are there things about them that you would like to emulate? What are two things you could start doing today to bring those things into your daily life? Have you ever expressed gratitude to these individuals for the impact they have had on your life?
 - c. Write a letter to one of these people expressing specifically what they mean to you, how they have impacted your life and the advice/role modeling they have provided that helped you.

8 Financial Literacy

8. Enhancing Personal Finances

8.1 Analyze the risks and benefits of borrowing money in a variety of situations

8.2 Identify situations where an individual can responsibly take on debt

1. What are some situations where borrowing money might be helpful? What are some risks of borrowing money? Re-count a time when you did not have enough money to buy what you wanted: what did you do. Explain the item or situation and the steps you took.
 - a. If you needed to borrow money, how would you make sure it's a smart decision? What could go wrong if you don't plan carefully?
2. When is it okay for someone to borrow money? What should you consider before borrowing money for a big purchase? Have you ever borrowed money from someone? Re-count the story about why you borrowed it, if and when you paid them back, and any details you can recall. Was it a good experience?
 - a. Can you think of a situation where borrowing money might be necessary? How would you make sure you can repay it responsibly?
3. **Financial Project and Research.**

Please send any comments or questions to Paul Marlett:
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