

Project Prompt Ideas from KUSPs for Longer Projects and Tasks

Using Vetted KUSPs for Projects

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Using This Resource:

These Project Prompts come from a specific set of Vetted KUSPs that could lend themselves to longer, more in-depth project work.

This is an initial planning tool that can be used to build out longer, broader projects. By looking at the questions and the extension for each topic, if you have the time and space for students to work at home or in the classroom on the academic side of the curriculum, these project prompts can be developed further.

It is offered to generate Ideas and to look at some of the KUSPs from a different lens. We have not built out the projects as of yet, but these will serve as a starting point for our work in future years.

Frameworks to Build in Future

1. Vocabulary Lists for each project.
2. Activating and Deactivating language: Phrases that lead to conflict or that de-escalate: Go for the no.
3. Rubrics and Assessment guides.

Slide Shows to Build as Background when Building Projects

1. Food Literacy - is and isn't
2. 72-hour principle of energy and mood.
3. Food Choices on Energy, Health, and Mood
4. Risk Management for Teens
5. 8J3: Negative social behaviours (hard conversations and conflict resolution).
6. 9A: Fitness Slide Show - Smart Goals - FITT Schedule
7. 9B2: Improvisation: Whole Part Whole - Progressing Part - Deer Method - Perfect wrong perfect.



8. Feedback - Giving and receiving
9. 9F2: Food desert / Swamp and meal prep. :
10. 9K1: WHAT IF to WHAT IS: Self-concept's influence on thoughts, feelings and behaviours.
11. Conflict Resolution framework
12. Food safety protocols and food handling guidelines
13. Social Awareness training - how to listen, recognize someone in distress and what to do when you notice it.
14. Cultural mapping - how different cultures and religions deal with emotions
15. 8J2 Signs of negative social behaviour and the effects it has on a group - short and long term, with ways to mitigate the effects of negative social behaviour.
16. 9f: Food preparation and handling

The Prompts

7C5 – Identify tactics and strategies that could be transferred from one game/PA to another

1. Think of a tactic like "create space," "defend space," "maintain possession," or "anticipate." Where have you used this in different games?
 2. How does recognizing that a tactic transfers from game to game change how you think about practice?
 3. Choose one game where you feel tactically confident. What tactic from that game would help you in another game? Can you come up with a modification of a game to make this tactic the key to winning?
 4. How could you practise that tactic deliberately in the new game or warm-up?
 - a. Create 2 warm-up activities that are designed to have a team practice and improve a specific tactic. (eg. boxtimate)
 - b. Is finding open space an important element of all games? Defend your answer with supporting evidence from specific sports.
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7D4 – Develop rules and protocols that support inclusion in games/PA

1. Imagine designing a class game where everyone—no matter skill level, speed, or confidence—can participate meaningfully. What rules or modifications would you include?
 2. How would you know if your rules were truly inclusive?
 3. Think about a game we've played that seemed to favour only certain students. What rule could you change to make it more inclusive?
 4. How might that change affect both enjoyment and learning?
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7F1 – Discuss food literacy and its impact on wellbeing

1. When you think about your relationship with food, what words come to mind?
2. How do these feelings influence your energy, mood, and health?
3. If you were food literate, what would that look like in your daily life?
 - a. Food Literacy Definition: a comprehensive, lifelong set of knowledge, skills, and attitudes required to plan, manage, select, prepare, and eat food to meet needs and determine intake. It goes beyond nutrition knowledge, empowering individuals to understand the impact of their food choices on health, the environment, and the economy.
4. Which of those things do you already have, and which would you like to develop?
5. How do different foods affect your energy, mood and sleep patterns (snacks, meals, liquids)
 - a. Track your intake for 3 days and look for trends both in what you consume and how you feel. (72hour principle).

7F4 – Examine factors that influence food choices

1. List all the things that influence what you eat in a typical week (taste, time, cost, family, friends, advertising, culture, habits, availability).
2. Which three factors influence you the most right now, and how?
3. If you were to make one change to what foods you choose to improve your health, energy and sleep, what change would you make? Explain why you would make that change and



how you think it would affect your overall health. How long do you think it would take for the change to take place?

4. What support would you need from others to make that change?

*** See risk management info for start on resource ***

7G1 – Discuss strategies to manage risk to personal health/safety

1. What strategies do you use to manage risks to your health and safety?
 - a. Physical Risks: Identifying dangers in activities like skateboarding, swimming, or rock climbing.
 - b. Situational Risks: Recognizing dangers in social situations, such as peer pressure to vape, drink alcohol, or use drugs.
 - c. Assessing risk and taking action to control risks (WHAT IF strategy)
2. Can you think of a time when you used one of these strategies successfully?
3. When is it hard to use these strategies, and what gets in the way?
4. What would help you use them more consistently?

7G3 – Explore opportunities and situations for measured risk-taking

1. What does "measured risk-taking" mean to you?
2. Describe a time when you took a calculated risk in PA. What made it feel manageable?
3. How do you know the difference between a healthy challenge and something that's actually too dangerous?
4. When might you need to push your comfort zone, and when should you hold back?

8C3 – Adapt tactics and strategies in response to changing constraints within a game/PA

1. Constraints (rules, space, equipment, team size) in games can change the score, your opponents' strategy, players on the field, space, or time remaining. Describe a game where a constraint changed and you had to adapt.
2. What made adapting hard for you, and what would help you become more flexible in your tactical thinking?



3. Describe a modified game or drill we've done that forced you to think or play differently than in the full game.
 - a. Create a modified game or drill to focus on a specific strategy.
4. What tactical lesson from that modified game could you apply to the full version of the sport?

8F1 – Identify credible sources for nutritional information

1. What makes a source of nutrition information credible, and which sources do you or your friends actually use?
2. Find three sources of food advice on the internet: evaluate who created them, their qualifications, whether they cite evidence, and whether they're trying to sell something.
3. Describe a nutrition claim you've seen online that sounded too good to be true. How could you fact-check that claim? (eg. 300 g of protein a day)
4. If a friend asked you for nutrition advice, where would you point them?
 - a. What would your top 3 pieces of advice you would recommend? How do you know those pieces of advice are valid?

** See resource already started for slides and info.

8F2 – Examine nutritional requirements during adolescence

1. Do you think you're meeting your nutritional requirements as a teenager? Why or why not?
2. Track your food and liquid intake, screen time, and activity levels for three days and analyze them.
 - a. What areas are you meeting, above or below, for your age?
 - b. How were your energy levels throughout the day?
 - c. How was your mood?
 - d. How was your sleep?
 - e. Do you think any of your results are due to your consumption and activity levels?
 - f. Do you think 3 days is enough time for an accurate assessment?
3. Why do you think adolescents specifically need more of certain nutrients like calcium and vitamin D?



4. What are three specific foods or meals you could add to your weekly routine to better meet your needs?

8J3 – Discuss potential impacts of negative social behaviour on relationships

1. Think of a relationship or group where negative behaviour caused harm. What happened, and what were the long-term impacts?
 2. Not all conflict is bad. When has conflict strengthened a relationship for you or cleared up a misunderstanding?
 3. If you're experiencing or witnessing negative social behaviour, you can mitigate risk, communicate effectively, clarify perspectives, or practise self-regulation. Which strategy do you find easiest, and which is hardest?
 4. Write out or role-play how you'd respond to a specific negative behaviour using one of these strategies.
 5. Are you willing to initiate Hard Conversations in order to clear up a misunderstanding? Explain why or why not.
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9A1 – Develop a personal fitness or PA plan

1. Where are you now with your fitness (cardio, strength, flexibility, skills)? What are your main strengths and areas for improvement?
2. Write one SMART fitness goal for the next 8–12 weeks. What PA will you do, how often, how hard, and for how long?
3. How will you challenge yourself, match training to your goal, stay consistent, and adjust when progress slows?
4. Plan a 4-week FITT schedule (frequency, intensity, time, type). How will you make it harder over time?



9A2 – Discuss ways to improve physical fitness at home, school, and in the community

1. List 5 ways to be active at home, 5 at school, and 5 in your community. Which setting fits your life best right now, and why?
2. Create a 1-week PA plan using only options from that setting.
3. What technology (apps, watches, videos, websites) could help you stay active or track progress?

If you had zero tech, how would you still plan and track your PA (paper log, calendar, check-ins with a friend, etc.)?

9F5 – Prepare a meal plan

1. Plan simple breakfasts, lunches, dinners, and snacks for one week that are realistic and balanced for you, that you feel would support your energy, physical and mental well-being, sleep and learning in school.
2. How does your plan compare to the recommendations for Teen Nutrition (see guide)?
3. How much do you think this plan would cost? How long would it take to prep each day?
4. After trying it (even for a few days), what worked well and what did not?
5. Would you change anything to make it easier, cheaper, or less wasteful?

Food projects and slides:

From the Grade 7–9 food literacy KUSP sections, students are expected to:

- Develop food-preparation and meal-planning skills, as part of food literacy that supports balanced food choices and well-being.
- Learn about food sources, meal planning, and food sustainability practices such as growing food, buying locally, freezing leftovers, limiting food waste, and planning meals.
- In Grade 9, “prepare a meal plan” and examine local food environments (e.g., food deserts, food swamps), which implicitly requires safe selection, storage, and handling considerations when planning and preparing food.

