

# Appendix A – Teacher planning tools

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## Teacher planning tool #1

### Sample letter to inform parents of human sexuality instruction

School letterhead

April 25, 2---

Dear Parents,

Our classroom is bursting with growing plants (part of our *Plant Growth and Change* science unit) and growing children! Since we will be exploring and discussing how things in nature adapt to change all month, this will also be a good time to introduce the topic of how people change through our health and life skills program.

During the week of May 8, our class will be doing a number of learning activities focusing on how individuals' interests, abilities and emotions change over the years. We'll look specifically at the physical, emotional and social changes that occur during puberty. We will be viewing and discussing two videos and students will receive a booklet with information and pictures about physical changes. Parents are welcome to drop by the class and have a look at these materials from 4–6 p.m. on April 29. If you have questions please feel free to phone me at 439–XXXX.

Parents may ask that their child *not* participate in this human sexuality instruction component of the health and life skills program. Any children not participating in these activities will work on an alternate health-related research project with Mr. Bovine, our teacher–librarian. If you choose to exempt your child from this instruction component, please submit the request in writing to the school principal by May 2.

Sincerely,

Marty Brander  
Grade 4 teacher

## Teacher planning tool #2

### Hosting a community resource person checklist

Name \_\_\_\_\_

Agency \_\_\_\_\_

Mailing address \_\_\_\_\_

Telephone number \_\_\_\_\_

Fax \_\_\_\_\_

E-mail \_\_\_\_\_

Topic \_\_\_\_\_

Date and time \_\_\_\_\_

Audience \_\_\_\_\_

Materials/equipment required \_\_\_\_\_

#### Planning

- Discuss focus and content of presentation
- Review specific curriculum outcomes in Health and Life Skills Program of Studies with guest
- Share strategies for interacting with students
- Give directions to school and classroom

#### Preparing students

- Brainstorm questions
- Post questions
- Review behavioural expectations
- Assign student to introduce speaker
- Gather materials and equipment
- Make name tags for students

#### Follow-up

- Thank-you letter
- Article for class or school newsletter

## Teacher planning tool #3

### Tips for community resource people

Teacher	_____	Grade	_____
Subject area	_____	Number of students	_____
School name	_____		
Address	_____		
Fax	_____	E-mail	_____
Topic	_____		
Date and time	_____		
Room	_____	Duration	_____
Equipment requested	_____		
Materials to bring	_____		

### Planning

- Discuss focus and content of presentation with teacher.
  - What are the goals of this session?
  - What are the related specific outcomes in the Health and Life Skills Program of Studies?
  - What do students already know?
  - Are there any sensitive topics of discussion I should be aware of?
  - How will students be using this information?
- Discuss strategies for interacting with students.
  - How do these students learn best?
  - Are there some management strategies I should be aware of?
- Confirm directions to school and classroom.

As you prepare for your discussion with students, consider including information about:

- how community organizations encourage people to make healthy choices
- strategies for building positive relationships
- why you choose to be involved with your organization or profession
- your personal experiences with a particular health issue
- your volunteer experience.

### Tips for interacting with students

- Think of ways to personalize the information—how does your topic relate to students' lives?
- Ask questions to find out what students know and believe about your topic.
- Use visual aids to help students focus on and better understand information.
- Ensure the vocabulary and concepts are age-appropriate.
- Think of ways to vary the pace.
- Maintain good eye contact while talking.
- Move around the classroom.
- When appropriate, provide a memento of the visit, such as a pin or brochure.

## Calendar of designated dates, Alberta

## September

- Alberta Walks the Talk About Back to School Safety (Alberta Infrastructure, Traffic Safety Services)
- Yellow Ribbon Week (suicide prevention – Yellow Ribbon Program)

## October

- Canadian Living Awareness Month (Alberta Association for Community Living)
- Agriculture and Food Week (Growing Alberta)
- Canadian Career Week (Alberta Human Resources and Employment, Career and Labour Market Information)
- Dental Hygiene Week (Alberta Dental Hygienists' Association)
- Fire Prevention Week (Alberta Municipal Affairs, Fire Commissioner's Office)
- Immunization Week, National (Alberta Health and Wellness, Disease Control and Prevention; Canadian Public Health Association)
- International Day of the Eradication of Poverty (United Nations)
- Mental Illness Awareness Week (Canadian Psychiatric Association; Canadian Mental Health Association; Schizophrenia Society of Alberta; Alberta Mental Health Board)
- National Block Parent Week (Alberta Block Parent Association)
- National Influenza Immunization Campaign (Canadian Public Health Association)
- National School Safety Week (Canada Safety Council)

## November

- AIDS Awareness Week (Canadian AIDS Society; Alberta Health and Wellness, Population Health Strategies; World Health Organization)
- Family Violence Prevention Week (Alberta Children's Services, Office for the Prevention of Family Violence)
- National Community Safety and Crime Prevention Week (Canada Safety Council)
- National Home Fire Safety Week (Canada Safety Council)
- National Addictions Awareness Week
- Take Our Kids to Work Day (Alberta Learning, Special Programs Branch)

## December

- Christmas Fire Safety Campaign (Alberta Municipal Affairs, Fire Commissioner's Office)
- International Day of Disabled Persons (United Nations)
- World AIDS DAY (Canadian AIDS Society; Alberta Health and Wellness, Population Health Strategies; World Health Organization)

## January

- International Snowmobile Safety Week (Alberta Snowmobile Association)
- National Non-Smoking Week (Canadian Council for Tobacco Control; Canadian Cancer Society)
- Weedless Wednesday (Canadian Council for Tobacco Control; Canadian Cancer Society)

## February

- Heart Month (Heart and Stroke Foundation of Alberta and NWT)
- Brotherhood/Sisterhood Week (Canadian Council of Christians and Jews)
- Burn Awareness Week (Alberta Municipal Affairs, Fire Commissioner's Office)
- Random Acts of Kindness Week (Edmonton Community Foundation)
- Family Day (3rd Monday in February)

## March

- Asthma and Allergies Awareness Month (Alberta Lung Association)
- Nutrition Month (Dietitians of Canada)
- National Farm Safety Week (Alberta Agriculture, Food and Rural Development, Farm Safety Program; Canada Safety Council)
- Pharmacy Awareness Week (Alberta Pharmaceutical Association)
- Suicide Awareness Week (Alberta Mental Health Board)
- International Day for the Elimination of Racial Discrimination (Alberta Community Development, Human Rights and Citizenship Branch; United Nations)
- World Day for Water (United Nations)
- World TB Day (Alberta Health and Wellness, Tuberculosis Control; World Health Organization)

## April

- National Dental Health Month (Alberta Dental Association)
- Volunteer Week (Wild Rose Foundation; Volunteer Centre of Edmonton)
- World Health Day (World Health Organization)

## May

- Motorcycle and Bicycle Safety Month (Edmonton Safety Council)
- Impaired Driving Awareness Week (People Against Impaired Driving)
- Mental Health Week (Canadian Mental Health Association; Alberta Mental Health Board)
- National Summer Safety Week (Canada Safety Council)
- National Sun Awareness Week (Canadian Dermatology Association)
- Canada Health Day (Canadian Public Health Association)
- International Day of Families (United Nations)
- World No-Tobacco Day (World Health Organization; Canadian Council for Tobacco Control)

## May/June

- Safe Kids Week (KIDSAFE Connection)
- St. John Ambulance First Aid Week (St. John Ambulance)
- Water Safety Week (Canadian Red Cross)

For more information on these and other events, an annual edition of *Calendar of Designated Dates* is available for purchase from the Queen's Printer Bookstore.

Teacher planning tool #5

Instructional strategies tracker

Unit _____		Date _____		
Case scenarios	Current events	Debate	Drama	Field trip
Games	Guest lecture	Imagery	Internet search	Investigative interviewing
Lecture	Literature connection	Mapping	Music	Other technology
Panel discussion	Poetry	Problem solving	Role-playing	Small group work
Student presentations	Videos			

Teacher planning tool #6

Year plan for \_\_\_\_\_

<b>Dates:</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
<b>General outcome</b>					
<b>Specific outcomes</b>					
<b>Learning activities</b>					
<b>Assessment activities</b>					
<b>Resources</b>					



Teacher planning tool #6

Year plan for \_\_\_\_\_

<b>Dates:</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>General outcome</b>					
<b>Specific outcomes</b>					
<b>Learning activities</b>					
<b>Assessment activities</b>					
<b>Resources</b>					

Teacher planning tool #7

Health and life skills unit plan

<b>Title:</b>		<b>Timeline:</b>	
<b>General outcome</b>			
<b>Specific outcomes</b>		<b>Learning strategies and activities</b> (Students process and apply new information.)	
<b>Getting ready activities</b> (Strategies for activating and assessing prior knowledge, and creating interest in new unit.)		<b>Extending and committing strategies</b> (Students extend their learning and commit to healthy behaviour.)	
<b>Assessment strategies and activities</b>			
<b>Resources</b>			
<b>Home/School/Community connections</b>		<b>Cross-curricular connections</b>	




Teacher planning tool #8

Health and life skills lesson plan

Grade \_\_\_\_\_

Time required \_\_\_\_\_

Date \_\_\_\_\_

General Outcomes	 Wellness Choices			 Relationship Choices			 Life Learning Choices		
	Personal Health	Human Sexuality	Safety and Responsibility	Understanding and Expressing Feelings	Interactions	Group Roles and Processes	Learning Strategies	Life Role and Career Development	Volunteerism
Themes									

Specific Outcome: \_\_\_\_\_

Activating learning activities	Assessment
Applying	Home/School/Community connections
Extending and committing	Cross-curricular connections
Resources	Comments and revisions

Teacher planning tool #9

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Checklist

Grade: \_\_\_\_\_

Specific outcome: \_\_\_\_\_

Title: \_\_\_\_\_

_____ can:	Yes	Not yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Teacher planning tool #10

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Rating scale

Grade: \_\_\_\_\_

Specific outcome: \_\_\_\_\_

**Title:** \_\_\_\_\_

1                      2                      3                      4  
never                sometimes            usually                always

• _____	●	_____	●	_____	●	_____	●
• _____	●	_____	●	_____	●	_____	●
• _____	●	_____	●	_____	●	_____	●
• _____	●	_____	●	_____	●	_____	●
• _____	●	_____	●	_____	●	_____	●
• _____	●	_____	●	_____	●	_____	●
• _____	●	_____	●	_____	●	_____	●

Teacher planning tool #11



Rubric for \_\_\_\_\_

Name: \_\_\_\_\_

Criteria <i>(What counts)</i>	4 Excellent	3 Proficient	2 Meets grade level expectations	1 Does not meet grade level expectations  <input type="checkbox"/> Work was not completed. <input type="checkbox"/> Task demonstrates minimal effort. <input type="checkbox"/> The learning has not yet been achieved.
				Plan for improvement
Work habits <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance				

## Kindergarten Health and Life Skills–Physical Education connections

### Health and Life Skills



#### Wellness Choices

WK.1 describe ways, and make choices, to be physically active daily

WK.5 recognize that nutritious foods are needed for growth and to feel good, have energy; e.g., nutritious snacks

WK.9 describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground



#### Relationship Choices

RK.4 identify and begin to demonstrate effective listening; e.g., actively listen, respond appropriately

RK.6 demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play



#### Life Learning Choices

LK.2 demonstrate curiosity, interest and persistence in learning activities

### Physical Education



AK-1 experience and develop locomotor skills through a variety of activities

AK-3 experience and develop nonlocomotor skills through a variety of activities

AK-7 experience the basic skills in a variety of environments; e.g., playground

AK-8 experience movement to respond to a variety of stimuli; e.g., music

BK-3 experience cardio-respiratory activities

BK-6 experience how physical activity makes one feel

DK-1 show a willingness to participate regularly in short periods of activity with frequent rest intervals

DK-2 participate with effort in physical activities

DK-7 make choices to be involved in a variety of movement experiences

DK-9 make choices to be active

BK-1 recognize appropriate nutritional habits

DK-3 show a willingness to listen to directions and simple explanations



#### Cooperation

CK-1 begin to develop respectful communication skills appropriate to context

CK-3 identify and demonstrate etiquette and fair play

CK-5 display a willingness to play alongside others



#### Do it Daily!

DK-1 show a willingness to participate regularly in short periods of activity with frequent rest intervals

DK-7 make choices to be involved in a variety of movement experiences

## Grade 1 Health and Life Skills–Physical Education connections

### Health and Life Skills



#### Wellness Choices

W1.1 describe the benefits of physical activity

W1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast



#### Relationship Choices

R1.1 recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal

R1.5 identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening

R1.8 work cooperatively with a partner; e.g., take turns, respect space and property of others



#### Life Learning Choices

L1.4 define a goal, and recognize that setting goals helps accomplish tasks

### Physical Education



#### Benefits Health

B1–6 describe how physical activity makes you feel

B1–7 recognize the changes that take place in the body during physical activity

B1–8 understand the connections between physical activity and emotional well-being; e.g., feels good

B1–1 identify healthy nutritional habits



#### Cooperation

C1–1 develop and demonstrate respectful communication skills appropriate to context

C1–3 identify and demonstrate etiquette and fair play

C1–5 display a willingness to play cooperatively with others in large and small groups



#### Do it Daily!

D1–6 participate in a class activity with a group goal; e.g., walk a predetermined distance



## Grade 2 Health and Life Skills–Physical Education connections

### Health and Life Skills



#### Wellness Choices

- W2.1 describe the effects of combining healthy eating and physical activity
- W2.3 demonstrate appreciation for own body; e.g., make positive statements about activities one can do
- W2.4 describe personal body image
- W2.9 describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skates



#### Relationship Choices

- R2.3 identify possible psychological and physiological responses to stress
- R2.6 develop strategies to show respect for others; e.g., show interest when others express feelings, offer support
- R2.8 recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer



#### Life Learning Choices

- L2.4 recognize that it takes time and effort to accomplish goals

### Physical Education



#### Benefits Health

- B2–1 recognize that “energy” is required for muscle movement
- B2–4 identify personal physical attributes that contribute to physical activity
- D2–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity



#### Benefits Health

- B2–8 understand the connections between physical activity and emotional well-being; e.g., feels good



#### Cooperation

- C2–1 identify and demonstrate respectful communication skills appropriate to context
- C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups



#### Do it Daily!

- D2–6 practise setting a short-term goal related to positive effort to participate in a physical activity

## Grade 3 Health and Life Skills–Physical Education connections

### Health and Life Skills



#### Wellness Choices

W3.1 analyze the factors that affect choices for physical activity; e.g., the impact of technology/media



#### Relationship Choices

R3.4 develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger

R3.8 develop skills to work cooperatively in a group

R3.9 encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings



#### Life Learning Choices

L3.5 examine personal skills and assets; e.g., physical, verbal, intellectual

L3.6 examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend

### Physical Education



#### Do it Daily!

D3–2 describe factors that encourage movement and a personal feeling about movement



#### Cooperation

C3–1 describe and demonstrate respectful communication skills appropriate to context

C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others

C3–3 identify and demonstrate etiquette and fair play



#### Benefits Health

B3–4 describe personal physical attributes that contribute to physical activity



#### Cooperation

C3–4 accept responsibility for assigned roles while participating in physical activity

## Grade 4 Health and Life Skills–Physical Education connections

### Health and Life Skills



#### Wellness Choices

- W4.1 explore the connections among physical activity, emotional wellness and social wellness
- W4.5 analyze the need for variety and moderation in a balanced diet; e.g., role of protein, fats, carbohydrates, minerals, water, vitamins
- W4.10 describe and demonstrate ways to assist with the safety of others; e.g., helping younger children play safely and cross streets safely



#### Relationship Choices

- R4.3 recognize that management of positive/negative stress can affect health
- R4.4 demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others
- R4.7 practise effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language
- R4.8 describe and accept roles and responsibilities within a group



#### Life Learning Choices

- L4.4 distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals

### Physical Education



#### Benefits Health



#### Do it Daily!

- B4–6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially
- B4–1 identify the nutritional needs related to physical activity
- D4–5 describe how to move safely in various environments; e.g., skating rink



#### Benefits Health



#### Cooperation

- B4–8 understand the connection between physical activity, stress management and relaxation
- C4–1 articulate and demonstrate respectful communication skills appropriate to context
- C4–6 identify and demonstrate positive behaviours that show respect for self and others
- C4–4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences



#### Do it Daily!

- D4–6 set and achieve a long-term goal to increase effort and participation in one area of physical activity
- D4–7 demonstrate different ways to achieve an activity goal that is personally challenging

## Grade 5 Health and Life Skills–Physical Education connections

### Health and Life Skills



#### Wellness Choices

- W5.1 examine the impact of physical activity, nutrition, rest and immunization on the immune system
- W5.4 examine the impact that changes in interests, abilities and activities may have on body image
- W5.8 promote safety practices in the school and community
- W5.9 determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines



#### Relationship Choices

- R5.3 recognize that stressors affect individuals differently, and outline ways individuals respond to stress
- R5.4 practise effective communication skills; e.g., active listening, perception checks
- R5.9 explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members



#### Life Learning Choices

- L5.4 analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits

### Physical Education



#### Benefits Health



#### Do it Daily!

- B5–1 explain the relationship between nutritional habits and physical activity
- B5–7 describe how physical activity influences physical fitness and the body systems
- B5–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
- D5–3 identify and follow rules, routines and procedures for safety in a variety of activities
- D5–5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety



#### Benefits Health



#### Cooperation

- B5–8 understand the connection between physical activity, stress management and relaxation
- C5–1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity



#### Do it Daily!

- D5–6 set long-term goals to improve personal performance based on interests and abilities
- D5–7 demonstrate different ways to achieve an activity goal that is personally challenging

## Grade 6 Health and Life Skills–Physical Education connections

### Health and Life Skills



#### Wellness Choices

- W6.1 evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection
  
- W6.4 examine how health habits/behaviours influence body image and feelings of self-worth
  
- W6.5 analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants



#### Relationship Choices

- R6.2 establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings
- R6.3 develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity
- R6.9 make decisions cooperatively; e.g., apply a consensus-building process in group decision making



#### Life Learning Choices

- L6.4 identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans

### Physical Education



#### Benefits Health

- B6–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
- B6–6 identify and plan for personal positive benefits from specific physical activity
- B6–7 describe and chart individual fitness changes as a result of engaging in physical activity
- B6–8 understand the connection between physical activity, stress management and relaxation
- B6–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
- B6–1 explain the relationship between nutritional habits and performance in physical activity



#### Benefits Health



#### Cooperation



#### Activity

- C6–1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences
- B6–8 understand the connection between physical activity, stress management and relaxation
- C6–5 describe and demonstrate practices that contribute to teamwork
- C6–6 identify and demonstrate positive behaviours that show respect for self and others
- A6–11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games



#### Do it Daily!

- D6–7 analyze and create different ways to achieve an activity goal that is personally challenging

## Grade 7 Health and Life Skills–Physical Education connections

### Health and Life Skills



#### Wellness Choices

- W7.1 compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection
- W7.4 analyze the messages and approaches used by the media to promote certain body images and lifestyle choices
- W7.5 relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity
- W7.6 analyze social factors that may influence avoidance and/or use of particular substances



#### Relationship Choices

- R7.3 identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection
- R7.4 analyze and practise constructive feedback; e.g., giving and receiving
- R7.9 develop group goal-setting skills; e.g., collaboration



#### Life Learning Choices

- L7.4 revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community

### Physical Education



#### Benefits Health



#### Do it Daily!

- D7-1 participate regularly in, and identify the benefits of, an active lifestyle
- B7-4 identify different body types and how all types can contribute to, or participate positively in, physical activity
- B7-1 analyze personal nutritional habits and how they relate to performance in physical activity
- B7-5 discuss performance-enhancing substances as a part of the negative effect on physical activity



#### Benefits Health



#### Cooperation



#### Activity

- B7-8 understand the connection between physical activity, stress management and relaxation
- C7-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- A7-11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity
- C7-5 select and apply practices that contribute to teamwork
- C7-6 identify and demonstrate positive behaviours that show respect for self and others



#### Do it Daily!

- D7-6 record and analyze personal goals based on interests and abilities
- D7-7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging

Grade 8  
Health and Life Skills–Physical Education connections

Health and Life Skills



Wellness Choices

- W8.4 develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look
- W8.5 evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods
- W8.6 analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving



Relationship Choices

- R8.3 evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours
- R8.9 describe the characteristics of, and demonstrate skills of, an effective leader and group member

Physical Education



Benefits Health

- B8-4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images
- B8-1 monitor and analyze a personal nutrition plan that affects physical performance
- B8-5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity



Benefits Health

- B8-8 describe and perform appropriate physical activities for personal stress management and relaxation
- C8-4 describe, apply and practise leadership and followership skills related to physical activity



Cooperation

## Grade 9 Health and Life Skills–Physical Education connections

### Health and Life Skills



#### Wellness Choices

- W9.1 use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement
- W9.4 analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal
- W9.5 develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines
- W9.11 use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour



#### Relationship Choices

- R9.3 analyze, evaluate and refine personal strategies for managing stress/crises
- R9.8 analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills
- R9.9 evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings

### Physical Education



#### Benefits Health



#### Cooperation



#### Do it Daily!

- D9–9 develop strategies to counteract influences that limit involvement in physical activity
- B9–4 acknowledge and analyze the media and peer influences on body image
- B9–1 design, monitor and personally analyze nutrition programs that will affect physical performance
- C9–2 identify and discuss the positive behaviours that are demonstrated by active living role models



#### Benefits Health



#### Cooperation

- B9–8 select and perform appropriate physical activities for personal stress management and relaxation
- C9–6 identify and demonstrate positive behaviours that show respect for self and others
- C9–4 describe, apply, monitor and practise leadership and followership skills related to physical activity
- C9–5 develop practices that contribute to teamwork



