

# GRADE 6

***Note:** The teacher prompts and student responses contained in this curriculum are provided to illustrate the intended learning – the concepts that students should understand and the skills they are to acquire – in connection with the particular expectation. The student responses are **not** intended to illustrate the voice of students or speech patterns, syntax, or word choice typical of students in the different grades.*

# LIVING SKILLS



Student learning related to the Living Skills expectations takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and should be assessed and evaluated within these contexts.

## OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

## SPECIFIC EXPECTATIONS

### 1. Living Skills

By the end of Grade 6, students will:

#### Personal Skills (PS)\*

- 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** identify which of the factors known to motivate participation in physical activity in most people are the strongest factors affecting their own motivation to be active; **Movement Competence:** assess their technique for catching throws of different speeds – are they remembering to move farther away when a ball is thrown hard and fast?; **Healthy Living:** reflect on how their body image affects their self-concept, and identify other factors, including acceptance by others, that influence their sense of themselves)
- 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** explain why properly fitted helmets and well-secured straps on wheelchairs allow them to participate in physical activities with greater confidence; **Movement Competence:** explain how adopting a positive attitude and a willingness to try new things helped them have more fun and make progress in learning a new skill or game; **Healthy Living:** describe how their management and organizational skills are applied when they are preparing to babysit a younger child)

**Student:** “When I am preparing to babysit, I always make sure I have the emergency contact information for the parents before I leave. I check to make sure I know what rules and guidelines they expect the children to follow. I also make sure I have a plan to get immediate help if I need it.”

\* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 23–25 for a discussion of living skills.)

## Interpersonal Skills (IS)\*

- 1.3** communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** use encouraging words to support other students when being active; **Movement Competence:** communicate clearly when working together in small groups to create a movement sequence; **Healthy Living:** describe what verbal and non-verbal signals could be used to send messages to others about how you feel about them)
- 1.4** apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., **Active Living:** promote fair play, share equipment, take turns, and follow rules when playing lead-up games; show respect for the decisions and calls of teammates when refereeing their own activities; **Movement Competence:** contribute ideas when working in a group to accomplish a collaborative task; **Healthy Living:** show awareness of how best to help others by asking questions and responding as directed by the person)

**Students:** “Here is a plan: If the ball is hit to left field, I’ll run and get the ball. You run and cover my spot. I’ll throw the ball to you. You throw the ball in to the infield. What do you think of that plan?” “I saw someone with crutches trying to go up the stairs. I asked them if they wanted help instead of assuming that they needed help, because they might have been trying to do it on their own.”

## Critical and Creative Thinking (CT)\*

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., **Active Living:** describe the steps that should be taken when responding to minor injuries; **Movement Competence:** plan a variety of offensive and defensive tactics that could be used in different situations in striking/fielding games; **Healthy Living:** describe what can be done to challenge stereotypes and assumptions, and to encourage respect for and acceptance of differences and inclusion of all people in social activities)

# A. ACTIVE LIVING

## OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- A1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;
- A2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

## SPECIFIC EXPECTATIONS

### A1. Active Participation

By the end of Grade 6, students will:

- A1.1** actively participate in a wide variety of program activities (*e.g., lead-up games, recreational activities, fitness activities, dance*), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (*e.g., being engaged and moving throughout the activity, using time effectively, being open to new activities, displaying fair play by taking turns and sharing, listening to others, not blaming or taking advantage of others*) [PS, IS]

- A1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active (*e.g., having the opportunity to participate in activities in various sizes of groups and using various types of equipment, having a choice of activities, being able to take part in activities that are modified to suit their individual needs, being able to participate actively in a game or activity rather than having to sit it out, having a chance to take part in both team games and individual activities, experiencing pleasure in both the physical experiences and the aesthetic aspects of movement*), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]

**Teacher prompt:** “Involving everyone in the activity makes the activity more enjoyable for all. How can you ensure everyone is involved?”

**Student:** “By playing in groups of four instead of groups of eight, everyone gets lots of turns. Our group adjusted the boundaries to make it easier for everyone to play.”

.....

**Teacher prompt:** “When your group creates its dance sequence, all of you have to agree about what you are going to do and participate fully. If someone doesn’t agree, you need to find ways to negotiate or compromise.”

- A1.3** describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities (*e.g., influence of friends, enthusiasm for the outdoors, a preference for either team or individual activities, encouragement from others, increased time with friends, availability and affordability of a program, enjoyment of healthy competition, influence of media role models*) [CT]

**Teacher prompt:** “How do the things that motivate you to be active affect what you choose to do?”

**Students:** “I really like being outdoors, so I will pick activities that give me a chance to be outside. There is a new hiking and outdoor activities club being started at lunch. None of my friends are joining, but I think it sounds interesting, and I might meet someone new.” “I am learning traditional dancing because I want to learn about something that has a connection to my culture.” “I love competing and I love team sports and activities. Lots of team sports, like soccer, are available in my community.” “I do not like team sports, but I do like being active with other people. I kayak with my aunt on the weekends and, whenever I can, I go to the skateboard park with my friends.”

## A2. Physical Fitness

By the end of Grade 6, students will:

- A2.1 Daily physical activity (DPA):** participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (*e.g., hiking, playing lead-up soccer, doing fitness circuits, doing aerobic routines, orienteering; walking to reduce heart rate after activity, holding stretches after running*) [PS]

**Teacher prompt:** “After our vigorous activity during DPA, we will walk slowly as our heartbeats return to a resting rate. We will stretch when our muscles are warm. Why is it important to stretch when our muscles are warm, and what should we remember as we do our stretches?”

**Student:** “Stretching when our muscles are warm reduces the risk of injury. It is important to stretch after doing any physical activity. As we do our stretches, we need to hold each stretch at the point of tension or tightness, but not to the point of pain.”

- A2.2** explain how participation in physical activities affects personal health-related fitness (*e.g., muscular strength and endurance activities help tone and strengthen muscles, flexibility activities can help prevent injuries, cardiorespiratory activities can improve the immune system*) [CT]

**Teacher prompt:** “According to the Canadian Sedentary Behaviour Guidelines, young people should limit the amount of time that they spend sitting without being active. That means they should restrict their recreational screen time to no more than 2 hours per day and try to limit their use of motorized transport and the amount of time they spend indoors during the day. The Canadian Physical Activity Guidelines for Youth recommend getting at least 60 minutes of moderate-to-vigorous physical activity during the day. This activity should include a combination of flexibility, strength, and endurance activities – both cardiorespiratory and muscular. What physical activities do you participate in on a regular basis, and how do they affect your physical and mental health?”

**Student:** “I go swimming once a week, I ride my bike or walk to school every day, and I play road hockey as often as I can after school. The walking, biking, swimming, and hockey all help my ‘cardio’, because they are activities that make my heart beat faster and make me breathe deeply. These activities also help to build my muscular endurance. They help with my flexibility too, but I probably need to do more work specifically on my flexibility and also on my muscular strength. As I develop my fitness I find I have more energy, I get sick less often, and I generally feel more positive and happier.”

- A2.3** assess their level of health-related fitness (*i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility*) as they participate in various physical activities (*e.g., comparing how they feel before, during, and after an activity or simple fitness tasks*), and monitor changes in their physical fitness over time (*e.g., comparing their personal results and physical activity participation over a period of time, such as the beginning, middle, and end of the school term*) [PS, CT]

**Teacher prompt:** “Can you give me examples of things that would be signs of fitness development over time?”

**Students:** “Holding myself in a front support or plank position has gotten easier from the beginning of the school year. I used to have to put my knees down after about ten seconds. I have been practising a lot and now I can hold a solid plank position for more than twenty seconds. I can tell that my core muscles are getting stronger.” “I felt a burning sensation again in my legs after doing the wall-sit, but it is not as difficult to hold as it was last month. I think my legs are getting stronger.” “I am working on being able to hold myself up out of my wheelchair for longer periods of time. My arms used to get very shaky, and I would just drop into the seat. I am getting stronger. I can hold myself for longer before I begin to shake.”

- A2.4** develop and implement plans of action based on both their assessments of their health-related components of fitness and their interests, in order to achieve personal fitness goals (*e.g., improving cardiorespiratory fitness by doing activities that increase the heart rate in order to be able to walk or run faster or wheel a specified distance; enhancing flexibility by holding a stretch for a designated amount of time*) [PS, CT]

**Teacher prompt:** “You have identified which health-related component of fitness you are going to focus on for your fitness goal. What will you do to help achieve your goal?”

**Students:** “I want to work on my cardiorespiratory fitness so I can go around the school property five times without stopping. I know that I will have to build up to this goal gradually. I will start by running and taking walking breaks when I need to, but gradually I won’t need to take them as often.” “I want to be able to play in a wheelchair basketball league, but I know I need to develop my arm strength to be able to play for as long as I need to during a game. I plan to work on doing lifts from my chair to help develop my arm strength.” “Because of my muscular dystrophy, I have muscle weakness. I have an individualized fitness plan, which was developed by my health care team – my doctor, my occupational and physical therapists, and my teacher. My plan outlines the kinds of exercise and the movements I can do safely. I will work towards the goals in my plan at my own pace, and I’ll ask for support when I need it.”

### A3. Safety

By the end of Grade 6, students will:

- A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g., demonstrating personal responsibility; checking that equipment is in good working order; wearing an appropriate and properly fitting helmet when taking part in activities such as bike riding, tobogganing, snowboarding, downhill skiing, or skateboarding; helping someone adjust the straps on his or her wheelchair*) [PS, IS]

**Teacher prompt:** “What do you need to check to make sure your equipment is safe to use?”

**Student:** “I need to make sure the equipment fits and that it’s not broken. For example, if a bat is cracked, it shouldn’t be used.”

- A3.2** describe appropriate methods for treating minor injuries that may occur while participating in physical activity (*e.g., applying pressure and ice to reduce swelling, cleaning and bandaging minor cuts, applying pressure to reduce bleeding, treating injuries quickly so they do not become worse*) [PS, CT]

## B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

### OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- B1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

### SPECIFIC EXPECTATIONS

#### B1. Movement Skills and Concepts

By the end of Grade 6, students will:

- B1.1** perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance (*e.g., shift weight smoothly during hip hop dancing; perform twists and balances on a stability ball; with a partner, use resistance [pushing] and counter-tension [pulling] by shifting and adjusting their weight and position to create a stable partner balance; move smoothly from a downward dog pose in yoga to a standing pose*) [PS, IS]

**Teacher prompt:** “When creating a partner balance, how do you use your weight and your balance skills to create a stable balance?”

**Student:** “My partner and I experiment with leaning backwards and forward to find the spot where we feel most balanced and secure. We sometimes need to change where our feet are positioned or how close we are to the ground to find a position where we feel stable. Just like when we are balancing on our own, keeping low to the ground, using a wide base of support, and keeping our muscles tight are things that help to make the balance more stable.”

- B1.2** perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment (*e.g., wheel their wheelchair around objects and at different speeds in a fitness circuit; create a developmental gymnastics sequence with a partner that uses a range of movements and shows changes in speed, level, and formation*) [PS, IS]

**Teacher prompt:** “When creating your sequence to the music using a hula hoop, consider how to use your hula hoop in different ways – spinning it, tossing it to a partner, rolling it in different directions. Consider also how you move your body through, around, over and under the hoop, changing your own speed in relation to the movement of the hoop.”

**B1.3** send and receive a variety of objects (e.g., rubber chickens, rings, beanbags, soft foam balls, discs, tennis balls, utility balls), adjusting for speed and distance, while applying basic principles of movement\* (e.g., use different amounts of force to send an object to a teammate, depending on relative positions and type of object being thrown, batted, or kicked; send an object through a hoop, into a bucket, to a target on a wall, to a specific spot on the other side of a net, to a partner; bend knees, keeping arms out and head up in a ready position to prepare to receive an object; use the body to absorb an object that is sent with greater force; follow through in the direction of the target to improve aim and accuracy) [PS, IS]

**Teacher prompt:** “Once you are comfortable throwing and catching an object with a partner when you are stationary, try sending the object so your partner needs to move to catch it. After that, try sending and receiving it when both people are moving.”

**B1.4** retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment (e.g., run to catch a football, then carry it in a “down and out” pattern that first goes down the field, then turns abruptly right or left; stickhandle a felt disc slowly and then quickly while keeping their head up) [PS, IS]

**Teacher prompt:** “Experiment with how you need to cradle the ball with the lacrosse stick as you run quickly, slowly, forwards, backwards, change direction, and spin around.”

## B2. Movement Strategies

By the end of Grade 6, students will:

**B2.1** demonstrate an understanding of the basic components of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as four-on-four rubber-chicken keep-away, basketball shooting games, and two-base softball; recreational activities such as mini-triathlons, hiking, skipping rope, and cooperative games; fitness activities such as t'ai chi, activities with exercise bands and exercise balls, and personal fitness challenges; dance activities such as cultural dance, creative movement, and jazz steps) [IS, CT]

**Teacher prompt:** “How can you apply basic dance steps like a grapevine or a step touch in different dances and other activities?”

**Student:** “The grapevine step – step-behind-step-touch – or a simple step-touch is used in many folk dances. Those same movements are used in jazz and hip hop moves, and you can use them in your own creative dances. You can make the steps look different by changing the way you move or adding arm movements. The same kind of footwork as a grapevine step, without stepping behind, is used when playing basketball or badminton as you shuffle or slide sideways.”

.....

**Teacher prompt:** “What movement skills and concepts do you use when you are playing a game like beach ball volleyball?”

**Student:** “You use skills like sending and receiving in control, getting under the ball to send it upwards, and using different amounts of force. You have to be able to move quickly to different positions on the court to hit the beach ball into an open space.”

\* See page 31 for background information and a description of movement principles.

- B2.2** describe common features of specific categories of physical activities\* (e.g., *individual*, *target*, *net/wall*, *striking/fielding*, *territory*), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]

**Teacher prompt:** “Striking/fielding games such as cricket, softball, lob ball, three-pitch, stickball, kickball, soccer baseball, and beep baseball all involve striking, running, retrieving an object, and returning it. Runners hit, kick, or throw an object, then score runs by running around a designated area or areas, usually called bases. Fielders work to retrieve the object quickly and return it to stop the runner. What strategies might be common to all of these activities?”

**Student:** “In all of these games, sending the object away from the fielders can help you score more runs. You need to watch the position of the ball, think about how far you have to run, and think about how fast you can run in order to plan when it is safe to run from base to base. Fielders need to be ready to retrieve the object quickly and work together to try to stop the runner.”

.....

**Teacher prompt:** “Consider what is similar about activities like fencing, t’ai chi, yoga, karate, kendo, qigong, and Pilates. What strategies might you use to improve your performance in all of these activities?”

**Student:** “Some of these activities are martial arts and were originally about defending yourself. With most of these activities, body form, control, breathing, flexibility, and alignment are important. There is a mind-body connection in these activities, and they require focus and concentration. To improve in these activities, I would need to work on overall fitness, core strength, and flexibility. Developing better control of my breathing would be an important strategy for improving my concentration and control of my movements.”

- 
- B2.3** apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., **individual activities:** *find a comfortable pace when running, wheeling a wheelchair, or speed-walking; work with a partner to develop different ways of using an exercise ball to improve core strength; target activities:* *in a game like bocce, hit opponents’ balls out of the way in order to make space for their own ball closer to the target; net/wall activities:* *assume a position of readiness to move to receive an object; practise sending the ball to specific parts of the opposite court; striking/fielding activities:* *throw the ball promptly to teammates after retrieving it to stop opponents from scoring; territory activities:* *defend territory by anticipating an opponent’s actions; bounce a utility ball at different heights to keep it from an opponent in a keep-away game; throw a disc to a stationary partner, then move down the field to receive a return pass) [IS, CT]\*\**

**Teacher prompt:** “When you are running, how do you find and maintain a steady, comfortable pace?”

**Student:** “Finding a comfortable pace takes practice. I try different paces and pay attention to how I feel. Running with a partner who likes to run at the same speed is sometimes a good way to maintain a steady pace.”

.....

---

\* See pages 32–34 for background information and a description of various categories of physical activities.

\*\* The types of living skills associated with students’ application of tactical solutions differ with the students’ developmental stage. Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. At the different stages of development, however, students are able to focus on applying critical and creative thinking to a greater or lesser degree. In Grades 1–3, students are also occupied with developing personal skills; in Grades 4–6, most students are ready to focus on interpersonal skills as they apply tactical solutions (e.g., *giving encouraging feedback to others, asking clarifying questions when planning the next move with teammates*); and in Grades 7 and 8, most are more prepared to focus their energy on the thinking skills involved.

**Teacher prompt:** “How do you, as a team, stop an opponent from scoring in a striking/fielding game?”

**Student:** “In striking/fielding games, we can stop opponents from scoring by spreading out in the field to cover the space effectively and working together to field the ball quickly, using a relay person to throw the ball in from the outfield so our team can quickly tag the base.”

.....

**Teacher prompt:** “Why is it important to create space by spreading out around the playing area for your team in territory games?”

**Student:** “In territory games, creating space gives your team clearer paths to pass the object and move it up the field or the gym towards the goal.”

# C. HEALTHY LIVING

Healthy Living Learning Summary for Grade 6: Key Topics*			
Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Healthy Eating		<p><b>C2.1</b> Influences on healthy eating [CT]</p> <p><b>C2.2</b> Eating cues and guidelines [PS]</p>	<p><b>C3.1</b> Benefits of healthy eating/active living [CT]</p>
Personal Safety and Injury Prevention		<p><b>C2.3</b> Safe and positive social interaction, conflict management [PS, IS]</p>	<p><b>C3.2</b> Responsibilities, risks – care for self and others, safety practices [PS, IS]</p>
Substance Use, Addictions, and Related Behaviours	<p><b>C1.1</b> Effects of cannabis, illicit drugs</p> <p><b>C1.2</b> Supports – substance use, addictive behaviours</p>	<p><b>C2.4</b> Strategies, safe choices, influences, tobacco, alcohol, cannabis [CT]</p>	
Human Development and Sexual Health	<p><b>C1.3</b> Development of self-concept [PS]</p>	<p><b>C2.5</b> Understanding of puberty changes, healthy relationships [PS]</p> <p><b>C2.6</b> Decision making in relationships [IS, CT]</p>	<p><b>C3.3</b> Stereotypes and assumptions – impacts and strategies for responding [PS, CT]</p>

\* This chart is extracted from the complete Grade 1–8 Healthy Living Learning Summary chart on pages 224–225. The topics are listed on the left, and the focus of each expectation is summarized briefly, to give teachers a quick overview of the strand.

## OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.

## SPECIFIC EXPECTATIONS

### C1. Understanding Health Concepts

By the end of Grade 6, students will:

#### Substance Use, Addictions, and Related Behaviours

- C1.1** describe the range of effects associated with using cannabis and other illicit drugs (*e.g., crack, cocaine, Ecstasy, crystal methamphetamine*) and intoxicating substances (*e.g., gas, glue, prescription medications*)

**Teacher prompt:** “Different types of drugs can have very different effects on your body, depending on whether they are stimulants, depressants, hallucinogens, or psychiatric drugs. Cannabis is a commonly used illicit drug. The effect of cannabis on your body depends on a number of things: how much you use, how often and how long you use it, whether you smoke it or swallow it, your mood, your environment, your age, whether you’ve taken other drugs, and your medical condition. What are some possible effects of using cannabis?”

**Student:** “Cannabis can change the way you see and feel things – distances can seem shorter or longer than they really are, and things that are serious can seem funny. Larger amounts can lead to feelings of losing control, panic, or confusion. Physical effects include red eyes, dry mouth, a higher heart rate, and a feeling of hunger. Using cannabis often and for a longer time can lead to being physically dependent on it. Then, when people stop using cannabis, they can have withdrawal symptoms, which can include feeling irritable, anxious, or nauseated, not having an appetite, or not being able to sleep well.”

**Teacher:** “How can these effects of cannabis affect a person’s life?”

**Student:** “Cannabis can affect your performance at school because it makes it harder to concentrate. It can be dangerous if it’s used with alcohol because it makes the effect of the alcohol stronger and makes you more intoxicated. It can affect your ability to drive safely. It can get you into trouble with the law because it is illegal to grow, possess, or sell cannabis. If you are pregnant, it can affect your baby. But cannabis is also used for some medical purposes, such as relieving nausea and stimulating appetite in patients who have cancer or AIDS.”

- C1.2** identify people and community resources (*e.g., elders, family members, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities*) that can provide support when dealing with choices or situations involving substance use and addictive behaviours

**Teacher prompt:** “How can calling a telephone help line provide support?”

**Student:** “Talking with someone about problems can help you look at things from different perspectives. Sometimes you need to get help to deal with stress and to cope.”

#### Human Development and Sexual Health

- C1.3** identify factors that affect the development of a person’s self-concept (*e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities*) [PS]

**Teacher prompt:** “A person’s self-concept and emotional health and well-being can be affected by a number of factors. Some of these are external factors – they come from outside ourselves. Others are internal factors – they come from within ourselves. Can you give me examples of external and internal factors that are protective – things that help a person develop a positive self-concept and improve their emotional well-being?”

**Student:** “Protective external factors include having support from family and caring adults, having a safe place to live, and being involved in activities that make you feel proud of what you’ve accomplished. Protective internal factors include having a sense of purpose in life, being able to attain and sustain a clear sense of who you are, feeling that you have the right and are capable of taking steps to make things better, having clear boundaries, being optimistic, having high expectations of yourself, and having the skills you need to solve problems.”

## C2. Making Healthy Choices

By the end of Grade 6, students will:

### Healthy Eating

- C2.1** apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (*e.g., allergies and sensitivities, likes and dislikes, dental health, food availability, media influences, cultural influences, influence of family and friends, school food and beverage policies, environmental impact, cost*) to develop personal guidelines for healthier eating [CT]

**Teacher prompt:** “How can a busy lifestyle lead to poor eating habits and food choices, and what can you do to eat better when you are busy?”

**Student:** “When you’re busy, it is easy to eat whatever is quick and convenient, which is not always healthy. To eat better, you have to fit your healthy eating goals into your lifestyle. If I bring a snack with me, I usually eat healthier food than if I grab something on my way. If I have to pick something up on the way, I try to make the healthiest choice from what is available. In our family, we eat meals together whenever we can. When our family eats together, we eat healthier food and have time to enjoy the food and the company.”

.....

**Teacher prompt:** “How do you handle emotional and social factors that could lead to poor eating habits or choices?”

**Student:** “I try to be aware of why I am eating. Sometimes I eat because I’m bored or lonely and have a treat to make me feel better or because the people I am with are eating. Sometimes I eat without thinking because I’m distracted. I make healthier choices when I’m feeling better. If I think about *why* I want to eat and whether I’m really hungry, I might decide to do something different instead of eating. I make better food choices when I’m with people who are also making healthy choices. Thinking about the situations where it’s easier to make healthy choices is useful for me. I also try to be aware of media messages about eating and know that what I am seeing and hearing may not always match up with healthy eating practices.”

- C2.2** apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink (*e.g., stage of development, growth spurts, level of physical activity, eating larger portions*) to develop personal guidelines for healthier eating [PS]

**Teacher prompt:** “How do you feel if you wait until you are very hungry to eat? How does your body feel when you have eaten too much?”

**Student:** “When I’m very hungry, I eat quickly and I don’t really taste my food. Sometimes I keep eating before I realize that I’m full. I end up feeling uncomfortable. I need to be aware of those things and try to eat when I’m hungry and stop when I’m full.”

### Personal Safety and Injury Prevention

**C2.3** apply personal skills and interpersonal skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations (e.g., classroom groups, groups of friends, sports teams, school clubs) [PS, IS]

**Teacher prompt:** “If someone does something that makes you feel very angry, what can you do to manage your anger?”

**Student:** “I can take some deep breaths, walk away, and give myself some time and space to cool down. Doing something outdoors and physical, like running, swimming, playing basketball, or biking, helps me. When I am calmer, I can think about what made me angry and about whether there is anything I can do to prevent the situation from happening again.”

.....

**Teacher prompt:** “When working in groups, what have you found helpful in making your group function well?”

**Student:** “Our group works best when we make sure everyone gets a turn to speak, when we are clear about what everyone is supposed to do, and when we listen to each other and treat each other with respect.”

### Substance Use, Addictions, and Related Behaviours

**C2.4** use decision-making strategies and skills and an understanding of factors influencing drug use (e.g., personal values, peer pressure, media influences, curiosity, legal restrictions, cultural teachings) to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis [CT]

**Teacher prompt:** “How can peers influence your decisions about using drugs? How might you respond to those influences?”

**Student:** “Some peers may try to influence you to do drugs by saying it’s cool to do them, or sometimes you may just want to be part of a crowd that’s doing drugs. To avoid this kind of influence, you have to be strong as an individual, think about what you really want and what you value, and make up your own mind about things. Even if someone tells you ‘everyone is doing it’, your decisions are your own, and so are the consequences. But peers can be a positive influence too. Hanging out with friends who don’t use drugs can keep you from using drugs. It also helps to have good role models in your family or community.”

### Human Development and Sexual Health

**C2.5** describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., **physical:** voice changes, skin changes, body growth; **social:** changing social relationships, increasing influence of peers; **emotional:** increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes) [PS]

**Teacher prompt:** “By getting questions answered and understanding that questions and changes are ‘normal’, adolescents will be better equipped to understand themselves, relate to others, respond to challenges and changes in relationships, and build confidence. What are some questions that young people might have as changes happen during puberty and adolescence?”

**Student:** “Is how I am feeling normal? Why is my body different from everybody else’s? How do you tell someone you like them? Who can answer my questions about...?”

.....

**Teacher prompt:** “Things like wet dreams or vaginal lubrication are normal and happen as a result of physical changes with puberty. Exploring one’s body by touching or masturbating is something that many people do and find pleasurable. It is common and is not harmful and is one way of learning about your body.”

- C2.6** make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (*e.g., personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings*) [IS, CT]

**Teacher prompt:** “In many ways, dating relationships can be similar to other relationships, such as those with friends or family. Relationships we see online or in the media are not always accurate and can send false messages. What are some of the signs of a healthy relationship, and what are some signs of potential trouble?”

**Student:** “In a healthy relationship, people show respect and care for each other. They try to communicate well and are honest with each other. Jealousy or behaviour that is too controlling can be signs of trouble.”

**Teacher:** “How does knowing yourself help you to make healthy decisions when you are in a relationship?”

**Student:** “Being clear about your own values, priorities, strengths, and needs can help you separate what is important to you from what is not. Knowing yourself well can help you see what you need to work on to make the relationship better.”

**Teacher:** “What communication skills can help you send information, receive information, and interpret information in an effective way in a relationship?”

**Student:** “Being respectful but clear about your ideas and feelings; listening actively; interpreting body language, tone of voice, and facial expressions; respecting signals of agreement or disagreement and consent or lack of consent; and negotiating – all these are important skills. A clear “yes” is a signal of consent. A response of “no”, an uncertain response, or silence needs to be understood as no consent.”

**Teacher:** “What social attitudes and behaviours are important in building a healthy relationship?”

**Student:** “It is important to have respect for others, show that you value differences, and be cooperative.”

**Teacher:** “What should you consider when making any decision regarding a relationship?”

**Student:** “My comfort level, my personal and family values, my personal limits, and the limits and comfort of others are some of the things I should consider.”

**Teacher:** “Changing or ending relationships can be difficult. What are some ways to deal positively with changing or ending relationships?”

**Student:** “Talk about how you feel with someone you trust. Think about what you can learn from the situation that you can apply in the future. Remember that although the hurt feelings can be very intense at the beginning, you will start feeling a little better over time. If you are the one ending the relationship, treat the other person with respect and consider how they may be feeling. Try to explain how you feel. Ending a relationship over the phone or online may not be a sensitive approach.”

### C3. Making Connections for Healthy Living

By the end of Grade 6, students will:

#### Healthy Eating

- C3.1** explain how healthy eating and active living work together to improve a person’s general health and well-being (*e.g., both provide more energy and contribute to improved self-concept, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them*) and how the benefits of both can be promoted to others [CT]

**Teacher prompt:** “Why is healthy eating important for active living? How does active living affect the way we eat and the way our bodies use the food we eat?”

**Student:** “Eating healthy foods gives me the nutrients I need to be energetic and active. Healthy food and physical activity are both necessary to build stronger bones and muscles. Being active also gives me more of an appetite. When I am more active, I need to eat more because I am using more energy and burning more calories.”

.....

**Teacher prompt:** “How can you promote the benefits of healthy eating and active living at school?”

**Student:** “I can lead by example. I can be a role model for younger students at recess by having a healthy snack, like a piece of fruit, and playing an active game, like tag, instead of standing around.”

#### Personal Safety and Injury Prevention

- C3.2** recognize the responsibilities and risks associated with caring for themselves and others (*e.g., while babysitting, staying home alone, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations*), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (*e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying*) [PS, IS]

**Teacher prompt:** “What should you do to protect yourself before volunteering in the community?”

**Student:** “Have a parent or caregiver check to make sure the situation is safe.”

**Teacher:** “What are some ways in which you could help someone who has a physical disability?”

**Student:** “I could ask the person if they would like help and, if so, what kind of help. I could help someone who is blind or partially sighted by walking with them as a guide. I might be able to help a person in a wheelchair transfer to a chair, if I were given instructions about how to help.”

**Teacher:** “If you are preparing a meal for yourself or others, what are some things to be aware of to stay safe?”

**Student:** “Be cautious and handle all equipment carefully when preparing food and using appliances, sharp knives, or utensils. Keep young children away from sharp knives, hot things, and other objects that could cause injury. Wash hands before and after working with food, and keep work surfaces clean.”

## Human Development and Sexual Health

- C3.3** assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes [PS, CT]

**Teacher prompt:** "Can you give examples of some stereotypes that might have a negative effect on a person's self-concept and social inclusion? What can we do to change stereotypes and discrimination?"

**Student:** "People who are overweight are sometimes labelled as lazy. That's not fair. And it's not fair to make assumptions about what people with disabilities are able to do. We need to base our opinions of people on who they are and what they do and not judge them by their appearance or make assumptions about them. There are also negative stereotypes about people who receive extra help or people who receive good marks in class. These can be hurtful and cause people to avoid getting help when they need it or, sometimes, to hide their abilities. Someone who has a mental illness like depression or an anxiety disorder may be seen as being different. We need to remember that mental illness can affect anyone, and it can be treated. Cultural stereotypes are also common. Sometimes people make assumptions that people from a certain cultural background all like the same things or are all good at the same things. That makes us misjudge them. To change stereotypes, we need to get to know people and respond to them as individuals. We need to challenge stereotypes when we hear them."

.....

**Teacher prompt:** "Assumptions are often made about what is 'normal' or expected for males and females – for example, men take out the garbage; nursing is a woman's job; boys play soccer at recess and girls skip rope or stand around and talk; boys are good at weightlifting and girls are good at dancing. Assumptions like these are usually untrue, and they can be harmful. They can make people who do not fit into the expected norms feel confused or bad about themselves, damaging their self-concept, and they can cause people to discriminate against and exclude those who are seen as 'different'. Assumptions about different sexual orientations or about people with learning disabilities or mental illness or about people from other cultures are harmful in similar ways. Everyone needs to feel accepted in school and in the community. Why do you think these stereotyped assumptions occur? What can be done to change or challenge them?"

**Students:** "Stereotypes are usually formed when we do not have enough information. We can get rid of a lot of stereotypes just by finding out more about people who seem different. By being open-minded, observing and listening, asking questions, getting more information, and considering different perspectives, we can work to change stereotypes. We can understand people's sexual orientations better, for example, by reading books that describe various types of families and relationships. Not everyone has a mother and a father – someone might have two mothers or two fathers (or just one parent or a grandparent, a caregiver, or a guardian). We need to make sure that we don't assume that all couples are of the opposite sex, and show this by the words we use. For example, we could use a word like 'partner' instead of 'husband' or 'wife'. We need to be inclusive and welcoming." "If we have newcomers from another country in our class, we can try to find out more about them, their culture, and their interests." "If we hear things that are sexist, homophobic, or racist, we can show our support for those who are being disrespected." "If we hear someone using words like 'crazy' or 'nuts' to describe a person who has a mental illness, we can explain that mental illness is no different from other illnesses, and that we wouldn't call someone names if they were suffering from any other illness."