

HEALTH AND PHYSICAL EDUCATION

Strand A: Social-Emotional Learning Skills

This strand helps students develop social-emotional learning skills, to foster overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive. In all grades, learning related to the expectations in this strand occurs in the context of learning related to the other three strands and is assessed and evaluated within these contexts. These skills must be explicitly taught and evaluated in the context of learning in all strands of the curriculum, in order to make the learning personally relevant for students. In *Fully Alive*, these skills are central in many, if not most, of the topics. For this reason, a complete correlation between the social-emotional learning skills of the Ontario Health and Physical Education Curriculum (2019) and *Fully Alive* is not included in this chart. It would simply be too long. Below, you can see an at-a-glance summary of the social-emotional learning skills.

Social-Emotional Learning Skills at a Glance	
Students will learn skills to:	So that they can:
<ul style="list-style-type: none"> • identify and manage emotions 	<ul style="list-style-type: none"> • express their feelings and understand the feelings of others
<ul style="list-style-type: none"> • recognize sources of stress and cope with challenges 	<ul style="list-style-type: none"> • develop personal resilience
<ul style="list-style-type: none"> • maintain positive motivation and perseverance 	<ul style="list-style-type: none"> • foster a sense of optimism and hope
<ul style="list-style-type: none"> • build relationships and communicate effectively 	<ul style="list-style-type: none"> • support healthy relationships and respect diversity
<ul style="list-style-type: none"> • develop self-awareness and self-confidence 	<ul style="list-style-type: none"> • develop a sense of identity and belonging
<ul style="list-style-type: none"> • think critically and creatively 	<ul style="list-style-type: none"> • make informed decisions and solve problems

HEALTH AND PHYSICAL EDUCATION

Healthy Living

NOTE: ALL expectations of the Human Development and Sexual Health topic of the Healthy Living strand are met through the *Fully Alive* program. Supplemental materials have been developed to ensure all expectations pertaining to this topic are addressed. Supplemental materials include reference to the coded specific expectations of the Human Development and Sexual Health topic. As such, the specific expectations for this topic have been coded in the chart below. Opportunities to address expectations in the remaining topics of the Healthy Living strand have also been noted below.

<p>Theme 2: Topic 1, <i>“Life Lines”</i> Theme 2: Topic 4, <i>“Communicating with Family and Friends”</i> Theme 2: Topic 6, <i>“Stress in Friendship”</i> Theme 3: Topic 2, <i>“Love and Life”</i> Theme 5: Topic 4, <i>“We Live in the World: The Social Environment”</i></p>	<p>Personal Safety and Injury Prevention D2.3 apply social-emotional learning 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, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]</p>
<p>Theme 1: Topic 5, <i>“We Can Make a Difference”</i> Theme 5: Topic 1, <i>“We Are Social Beings”</i> Theme 5: Topic 4, <i>“We Live in the World: The Social Environment”</i></p>	<p>D3.2 recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, running errands for a senior relative or neighbour, 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, abuse) [A1.4 Relationships, 1.5 Self, 1.6 Thinking]</p>

<p>Theme 1: Topic 4, “Life Givers in Action”</p>	<p>Substance Use, Addictions, and Related Behaviours</p> <p>D1.4 identify people, resources, and services in the school and the community (<i>e.g., mental health and addiction workers, family members, social workers, psychologists, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities</i>) that can provide support when a person is dealing with mental health issues and choices or situations involving substance use and addictive behaviours, and describe how to access these supports [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]</p>
<p>*Theme 5: Topic 1B, “Making Good Decisions”</p>	<p>D2.4 use decision-making strategies and skills and an understanding of factors influencing drug use (<i>e.g., personal values, peer pressure, media influence, curiosity, legal restrictions, cultural, religious, and spiritual teachings</i>) to make safe personal choices about the use of drugs such as alcohol, tobacco,* and cannabis, and about activities such as vaping, including the choice to abstain [A1.2 Coping, 1.4 Relationships, 1.5 Self, 1.6 Thinking]</p> <p>*This reference is to smoking commercial tobacco products. It does not refer to the ceremonial use of natural tobacco in First Nations and Métis cultures.</p>
<p>Theme 3: Topic 5, “Many Changes”</p>	<p>D2.5 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 (<i>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, confusion and questions about changes</i>) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]</p>
<p>*Theme 2: Topic 5, “The Growth of Friendship” Theme 5: Topic 1, “We Are Social Beings” *Theme 5: Topic 1B, “Making Good Decisions”</p>	<p>D2.6 make informed decisions that demonstrate respect for themselves and others, and an understanding of the concept of consent, to help build healthier relationships, using a variety of social-emotional learning skills (<i>e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four-colour or seven-grandfather teachings, or other cultural teachings</i>) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]</p>

***Theme 5: Topic 2, “Values and Virtues”**

D3.3 assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, 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 that can lead to destructive social attitudes including homophobia and racism [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

* Curriculum connections are *strengthened and/or introduced* by the addition of supplemental curriculum supports developed for the 2019 Health and Physical Education Curriculum Policy Document.

LANGUAGE

The basic language skills involved in oral communication, reading, and writing are essential for most learning. In *Fully Alive*, these skills are central in many, if not most, of the topics. For this reason, a complete correlation between the Ontario Language Curriculum and *Fully Alive* is not included in this chart. It would simply be too long. Below you can see a few examples of the expectations from these three areas that are most frequently addressed in *Fully Alive*:

The expectations in Oral Communication include:

- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
- extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information

The expectations for Reading include:

- demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details
- extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them