



September 2016

Dear parent or guardian:

Your child will participate in Health and Physical Education (H&PE) in 2 different classes this year. This will allow Cootes Paradise staff to maximize the time that your child has to participate in physical activity and to study the health curriculum. On the days that your child does not have physical education, they will participate in 20 minutes of DPA. The Active Living strand includes Active Living, Physical Fitness and Safety. The Movement Competence strand includes the development of fundamental movement skills and the application of movement concepts and principles – pages 30-31 in the H&PE curriculum. We are working as a staff to promote physical and health literacy in our students. **Physical literacy** is defined by, “Individuals who move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person”.

- Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.
- These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

Health Literacy involves the skills needed to get, understand and use information to make good decisions for health. The Canadian Public Health Association’s Expert Panel on Health Literacy defines it as the ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course. Students in grades 1-5 will study 4 health topics, starting with Personal Safety and Injury Prevention.

Personal Safety and Injury Prevention - Injury prevention topics focus on areas such as road safety (including pedestrian, bicycle, and vehicle safety); concussion prevention, identification, and management; seasonal safety rules; sun and UV protection; home safety; fire safety; safety when volunteering and working; and first aid.

The expectations address the knowledge and skills needed to reduce safety risks at home, at school, and in the community.

Healthy Eating - The objective is to encourage students to make connections between what they learn in the classroom and their own lives and to develop a sense of personal responsibility for taking care of themselves and making healthy food decisions.

Substance Use, Addictions, and Related Behaviours - Education is one critical strategy that can help prevent substance abuse. Parents, guardians, educators, and society in general all have key roles to play in educating students about substance use, misuse, and abuse.

Human Development and Sexual Health - Sexual development is one component of overall human development, and learning about healthy human development begins at an early age. It is important for that learning to be appropriate to children’s age and stage of development.

Our school-wide focus on our children’s physical and mental well-being will be celebrated during our All of Me Day, which takes place this year on Friday, November 18. This day coincides with the United Nations Universal Children’s Day and is an annual event at Cootes Paradise School.

Health and Physical Education: Strands, Subgroups, and Living Skills

<p>Living Skills</p> <p>Personal Skills [PS]</p> <ul style="list-style-type: none"> • Self-awareness and self-monitoring skills • Adaptive, management, and coping skills <p>Interpersonal Skills [IS]</p> <ul style="list-style-type: none"> • Communication skills • Relationship and social skills <p>Critical and Creative Thinking [CT]</p> <ul style="list-style-type: none"> • Planning • Processing • Drawing conclusions/ presenting results • Reflecting/ evaluating 	Strand A: Active Living		
	<p>A1. Active Participation</p> <ul style="list-style-type: none"> • Regular participation, variety, lifelong activity • Enjoyment, motivation 	<p>A2. Physical Fitness</p> <ul style="list-style-type: none"> • Fitness development through daily physical activity, personal fitness plans 	<p>A3. Safety</p> <ul style="list-style-type: none"> • Personal safety and safety of others during physical activity
	Strand B: Movement Competence: Skills, Concepts, Strategies		
	<p>B1. Movement Skills and Concepts</p> <ul style="list-style-type: none"> • Movement skills – stability, locomotion, manipulation • Movement concepts – body awareness, effort, spatial awareness, relationships • Movement principles 	<p>B2. Movement Strategies</p> <ul style="list-style-type: none"> • Components of physical activities • Strategies and tactics in all physical activities 	
	Strand C: Healthy Living		
	<p>C1. Understanding Health Concepts</p> <ul style="list-style-type: none"> • Understanding the factors that contribute to healthy growth and development 	<p>C2. Making Healthy Choices</p> <ul style="list-style-type: none"> • Applying health knowledge, making decisions about personal health and well-being 	<p>C3. Making Connections for Healthy Living</p> <ul style="list-style-type: none"> • Making connections to link personal health and well-being to others and the world around them

Expectations in the Healthy Living strand focus on the following four health topics. Learning about mental health and emotional well-being can be a part of learning related to all of these health topics, just as it is part of learning across the curriculum.

- Healthy Eating
- Personal Safety and Injury Prevention
- Substance Use, Addictions, and Related Behaviours
- Human Development and Sexual Health

Mental Health and Emotional Well-being

Living skill expectations remain the same throughout all grades, although the relative emphasis given to personal, interpersonal, and critical and creative thinking skills varies with the developmental level of the students. Please refer to page 24 in the Health and Physical Education curriculum document for more information on **Living Skills**.

When students see the concepts they are learning in health and physical education reflected and reinforced through healthy-school policies and healthy practices in their families and communities, their learning is validated and reinforced. Students are then more likely to adopt healthy active living practices and maintain them throughout their lives. Take some time to go for a walk in the evening and ask your child what (physical) activity they enjoyed most at school. More information on the Health and Physical Education program will be sent to you throughout the year. We encourage you and your child to become involved in activities at Cootes Paradise School, and at home, that support healthy and active living as a part of your everyday life.