

DRAFT 1

Lion-Quest Skills for Growing: Grade 8 and the 2019 Ontario Health and Physical Education Curriculum

General Comments

Lions-Quest programs are consistent with the philosophy of the 2019 Provincial Health and Physical Education Curriculum. We support the comprehensive approach to health and physical education, and provide roles for parents and the community support.

The 2019 Provincial Health and Physical Education Curriculum major areas of knowledge and skills are organized around five strands:

- **Social Emotional Learning (SEL)**
- **Active Living:** Active Participation, Physical Fitness and Safety
- **Movement Competence: Skills, Concepts and Strategies:** Movement Skills and Concepts and Movement Strategies
- **Healthy Living:** Understanding Health Concepts, Making Healthy Choices, Making Connections for Healthy Living

SEL: For Junior division students, relationship skills assume increasing importance and there is an emphasis on developing the communication skills, social skills and behaviours needed to work effectively with others. At the same time, students will continue to develop their identity, increase their awareness of self and further develop skills in identifying and managing emotions, managing stress, and embracing optimism and positive motivation. They will also continue to develop critical and creative thinking skills as they learn to use clear processes for making decisions, setting goals and solving problems.

Source: Ontario Curriculum Grades 1-8: Health and Physical Education 2019 Expert is from: Focus of Learning in Health and Physical Education for the Junior Grade

In addition, the Lions-Quest programs provide a strong base for the learning and development of Social Emotional Learning Skills which are expected to be applied throughout the Health and Physical Education Curriculum.

The community service learning in Lions-Quest programs is an excellent example of the potential for co-curricular learning and provides students with opportunities to learn outside of the traditional classroom setting. As well, all Lions-Quest programs have cross-curricular applications because we recognize that “the development of skills and knowledge in the areas of health and physical education is related to learning in other subjects.

The attached document, for the grade 4 level, display the lessons in **Lions Quest: Skills for Growing** that coincide with the learning outcomes. In some cases, the lessons fulfill 100% of the mandate, and in other cases, the lesson contributes to the learning requirement.

Lions-Quest Grade 8 Program and Connection to the 2019 Ontario Health and Physical Education Curriculum

Primary Resource Referenced under Unit Correlation: Lions Quest: Skills for Growing, Facilitator's Resource Guide, Grade 4

Additional Resource Referenced for Classroom Teacher: Lions Quest: Universal Program Guide (LQUPG)

A. Social-Emotional Learning Strand

Overall Expectation	Specific Expectations	Unit Correlation
A1: apply, to the best of their ability a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence and Healthy Living Strands* for this grade	Identification & Management of Emotions A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health & physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (i.e. Active Living-give examples of how to communicate information clearly & concisely in an emergency situation while managing feelings associated with the situation. Movement Competence-explain how awareness of emotion, such as feeling nervous about having to make a key shot in curling, can impact performance Healthy Living-explain how social media can create feelings of stress and describe strategies that can help maintain balance)	Unit 1: A Positive Learning Environment Lesson 1.1 <u>The Bounce Back Game</u> (skill: self-confidence, self-perception, emotions); Lesson 1.2 <u>Rights and Responsibilities</u> (skill: Unit 2: Personal Development Lesson 2.6 <u>Exploring Emotions</u> (skill: identifying emotions)
	Stress Management and Coping A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (i.e. Active Living- manage their improvement of different health-related components of fitness by monitoring the frequency of their physical activity, the intensity of the activity, the types of activities they choose, and the length of time they are being active and make connections between improving fitness levels and improving their ability to cope	Unit 2: Personal Development Lesson 2.7 <u>My Anger Buttons</u> , Lesson 2.8 <u>The Pits and the Peaks: Keeping Cool</u> (skills: stress management, impulse control, self management); Unit 3: Social Development Lesson 3.6 <u>Conflict Resolved!</u> (skill: resolving conflict); Lesson 3.7 <u>Ask: Three Steps to Stand Up for Yourself</u> (skills: resolving conflicts, seeking help)

	<p>with stress</p> <p>Movement Competence: use visualization strategies to increase success when applying principles of movement as they perform skills</p> <p>Healthy Living: explain when daily healthy habits and coping strategies may not be enough to maintain mental health and when professional help may be required</p>	
	<p>Positive Motivation and Perseverance</p> <p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (i.e. Active Living-show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts Movement Competence-use tactics to increase success and in that way contribute to motivation, when learning a new skill;</p> <p>Healthy Living-explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions</p>	<p>Unit 2 Social Development: SEL Competency: Self-Management: Lesson 2.4 <u>Success</u> (skill: self-motivation); Lesson 2.5 <u>Do You Have Plans?</u> (skill: goal setting)</p>
	<p>Healthy Relationships</p> <p>A1.4 apply skills that help them build relationships, develop empathy and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging and respect for diversity (i.e. Active Living-cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross country running</p> <p>Movement Competence-work with a partner to try out different types of passes to evade opponents; congratulate opponents with sincerity when they make a good play</p> <p>Healthy Living-explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences-parents, peers, younger students, community members-when communicating to promote healthy eating</p>	<p>Unit 3 Social Development: Lesson 3.1 <u>The Benefits of Effective Listening</u> (skill: communication); Lesson 3.2 <u>Intent and Impact: Do We Understand Each Other?</u> (skill: respect for others, appreciating diversity, communications, resolving conflicts); Lesson 3.3 <u>Expressing Emotions and Needs Constructively</u> (skill: empathy, seeking help); Lesson 3.4 <u>That's How We Role</u> (skill: working cooperatively); Lesson 3.5 <u>Choosing Healthy Friendships</u> (skill: social engagement); 3.7 <u>Put a STOP to Bullying!</u> (skill: communication, resolving conflicts, seeking help)</p>
	<p>Self Awareness and Sense of Identity</p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of</p>	<p>UNIT 1: A Positive Learning Environment: SEL Competency: Self-awareness: Lesson 1.1 <u>The Bounce Back Game</u> (skill: accurate self-perception); Unit 2: Social Development: Unit 2.1 <u>Standing Up for Positive Values</u> (skill: accurate self-</p>

	<p>identity and a sense of belonging (i.e. Active Living-explain how knowing themselves-their likes, dislikes, strengths, abilities and areas for growth-can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan)</p> <p>Movement Competence- monitor improvements in their body control as they apply their understanding of the phases of movement- preparation, execution, follow-through-to the refinement of a variety of movement skills</p> <p>Healthy Living-describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation)</p>	<p>perception); Lesson 2.2 <u>Your Wall of Fame</u> (skill competency: Self-awareness with accurate self perception); Lesson 2.3 <u>Positive Role Models</u> (skill: self-confidence)</p>
	<p>Critical and Creative Thinking A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving and decision making (i.e. Active Living- take and analyse changes in their health-related components of fitness over a designated period of time, and make necessary adjustments in their fitness plans; plan ways to promote the involvement of all the students in the school in “healthy schools” activities such as waste free lunch programs and active recess activities)</p> <p>Movement Competence: explain the relationship between developing movement competence and building confidence and the extent to which people participate in physical activity</p> <p>Healthy Living: analyse potentially dangerous situations and devise solutions for making them safer)</p>	<p>Unit 4: Health and Prevention Lesson 4.1 <u>Leading the School in Healthy Choices</u> (skills: critical responsibility, problem identification, situation analysis); Lesson 4.2 <u>Target Your Decisions</u> (skills: problem solving); Lesson 4.3 <u>Response-Ability Leads to Success</u> (skill: ethical responsibility); Lesson 4.8 <u>We Can Be Healthy and Drug Free!</u> (skill: ethical responsibility); Unit 5 Leadership and Service Lesson 5.1 <u>Leading and Learning Through Service</u> (skill: ethical responsibility)</p>

B. Active Living Strand

Overall Expectations	Specific Expectations	Unit Correlation
<p>B 1 Active Participation Participate actively and regularly in a wide variety of physical activities</p>	<p>B1.1 actively participate in a wide variety of program activities (i.e. lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities, outdoor activities on the land) (A1.3</p>	<p>Units 1 through 7 have energizers; recommended ones involving movement in forms of small-group games, cooperative games:</p>

and demonstrate an understanding of how physical activity can be incorporated into their daily lives	Motivation, A1.5 Self)	<i>Cross Reference: B1.1. corresponds with SEL A1.3 Motivation & Perseverance and SEL A1.5 Self Awareness</i>
	B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (i.e. being able to adapt activities to suit individual needs and preferences, having a choice of activities and choices within activities; being comfortable with the activities, both socially and emotionally; being able to take part in activities in a natural environment; being able to take part in activities that are culturally relevant), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments A1.1 Emotions, A1.3 Motivation, A1.5 Self	<i>Cross Reference: B1.2 corresponds with SEL A1.1 Emotions, A1.3 Motivation, A1.5 Self</i>
	B1.3 demonstrate an understanding of factors that motivate personal participation in physical activities every day (i.e. gaining health benefits, including release from stress; having interpersonal interactions; becoming more independent in daily living activities; experiencing personal enjoyment) and explain how these factors can be used to influence others (i.e. friends, family, members of the community) to be physically active A1.1 Emotions A1.3 Motivation A1.4 Relationships A1.6 Thinking	<i>Cross Reference: B1.3 corresponds with SEL A1.1 Emotions, A1.3 Motivation, A1.4 Relationships, A1.6 Thinking</i>
B 2 Physical Fitness: Demonstrate an understanding of the importance of being physically active, and apply physical fitness concept and practices that contribute to healthy, active living	B2.1 Daily Physical Activity (DPA) Participate in 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 A1.3 Motivation, A1.5 Self	Units 1 through 7 have energizers; recommended ones involving movement: <i>Cross Reference B2.1 corresponds with SEL A1.3 Motivation and Perseverance and A1.5 Self Awareness</i>
	B2.2 recognize the difference between health-related components of personal fitness (i.e. cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and skill related components (i.e. balance, agility) and explain how to use training principles to enhance both components A1.6 Thinking	<i>Cross Reference B2.2 corresponds with SEL A1.6 Thinking</i>
	B2.3 assess their level of health-related fitness (i.e. cardiorespiratory endurance, muscular strength) during various physical activities and monitor changes in fitness levels over time (i.e. tracking heart rates, recovery time) A1.3 Motivation, A1.5 Self, A1.6 Thinking	<i>Cross Reference B2.3 corresponds with SEL A1.3 Motivation, A1.5 Self and A1.6 Thinking</i>
	B2.4 develop, implement and revise a personal plan to meet short and long term health-related fitness and physical goals A1.3 Motivation, A1.5 Self, A1.6 Thinking	Unit 4: Health and Prevention: Lessons <i>Cross Reference B2.4 corresponds with SEL A1.3 Motivation A1.5 Self and A1.6 Thinking</i>

B3 Safety: demonstrate responsibility for their own safety and the safety of others as they participate in physical activities	B3.1 demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity A1.2 Coping A1.5 Self A1.6 Thinking	<i>Cross Reference B3.1 corresponds with SEL A1.2 Coping A1.5 Self A1.6 Thinking</i>
	B3.2 demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity, including situations involving suspected concussions) A1.1 Emotions A1.2 Coping A1.6 Thinking	<i>Cross Reference B3.2 corresponds with SEL A1.1 Emotions A1.2 Coping and A1.6 Thinking</i>

C. Movement Competence: Skills, Concepts and Strategies

Overall Expectations	Specific Expectations	Unit Correlation
C1. 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	C1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance (i.e. display control while stepping on and off steps during an aerobic routine) A1.4 Relationships A1.5 Self	<i>Cross Reference C1.1 corresponds with SEL A1.4 Relationships and A1.5 Self</i>
	C1.2 perform a wide variety of locomotor movements with and without equipment, while responding to a variety of external stimuli (i.e. approach, take off) A1.3 Motivation A1.5 Self	<i>Cross Reference C1.2 corresponds with SEL A1.5 Self-Awareness.</i>
	C1.3 use and combine sending, receiving and retaining skills in response to a variety of external stimuli, while applying basic principles of movement (i.e. put an appropriate wind on the ball when throwing a football) A1.2 Coping A1.4 Relationships A1.5 Self	<i>Cross reference C1.3 corresponds with SEL A1.2 Coping A1.4 Relationships and A1.5 Self</i>
	C 1.4 demonstrate an understanding of the phases of movement (i.e. preparation, execution and follow through) and apply this understanding to the refinement	<i>Cross Reference C1.4 corresponds with SEL A1.5 Self and A1.6 Thinking</i>

	of movement skills in a variety of physical activities A1.5 Self A1.6 Thinking	
C2. 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	C2.1 demonstrate an understanding of the components of a range of physical activities (<i>movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette</i>) and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments A1.6 Thinking	<i>Cross Reference C2.1 corresponds with SEL A1.6 Thinking</i>
	C2.2 demonstrate an understanding of how movement skills, concepts and strategies are transferable across different physical activities within various categories (i.e. individual target) and identify skills, concepts and strategies that they found effective while participating in a variety of physical activities in different categories A1. Thinking	<i>Cross Reference C2.2 corresponds with SEL A1.6 Thinking</i>
	C2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities A1.1 Emotions A1.3 Motivation A1.6 Thinking	<i>Cross Reference C2.3 corresponds with SEL A1.1 Emotions, A1.3 Motivation and A1.6 Thinking</i>

D. Healthy Living: Instruction should focus on the overall expectation (D1, D2, D3 in the chart below) and should, where possible, be planned to illustrate connections across topics (listed in column 1) in an integrated way. The chart provides a brief summary of topics to support learning about health concepts, making choices and making connections for healthy living.

Topic	D1 Understanding Health Concepts	D2 Making Healthy Choices	D3 Making Connections for Healthy Living
D1 Healthy Eating		D2.1 Personal Eating Habits	D3.1 Promoting healthy eating
D2 Personal Safety and Injury Prevention	D1.1 Concussions-signs and symptoms D1.2 Reducing risk of injuries, death	D2.2 Assessing situations for potential danger	D3.2 Impact of violent behaviours; supports
D3 Substance Use, Addictions and Related Behaviours	D1.3 Warning signs, consequences		
D4 Human Development and Sexual Health	D1.4 Decisions about sexual activity; supports D1.5 Gender identity, gender expression, sexual orientation, self-concept	D2.3 Decision making considerations and skills	D3.3 Relationships and intimacy
D5 Mental Literacy		D2.4 Routines and habits for mental health	D3.4 Societal views, impact of stigma

Overall Expectations	Specific Expectations	Unit Correlation
D1- Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development	D1.1 Personal Safety and Injury Prevention: describe the signs and symptoms of concussions as well as strategies that support healthy recovery A1.2 Coping A1.5 Self	<i>Cross Reference D1.1 corresponds with SEL A1.2 Coping and A1.5 Self</i>
	D1.2 identify situations that could lead to injury or death A1.2 Coping A1.5 Self A1.6 Thinking	<i>Cross Reference D1.2 corresponds with SEL A1.2 Coping, A1.5 Self and A1.6 Thinking</i>
	D1.3 Substance Use, Addiction and Related Behaviours: identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and substances, including cannabis	Health & Prevention: Lesson 4.2 Target Your Decisions Lesson 4.4 Tobacco Troubles; Lesson 4.5 Alcohol: What Are the Risks?; Lesson 4.6 The Trouble with Drugs; Lesson 4.7 Standing Up to Pressure to Use Drugs; Lesson 4.8 We Can Be Healthy and Drug Free
	D1.4 Human Development and Sexual Health: identify and explain factors that can affect an individual's decisions about sexual activity A1.1 Emotions, A1.2 Coping A1.5 Self	<i>Cross Reference D1.4 corresponds with SEL A1.1 Emotions, A1.2 Coping, A1.5 Self</i>
	D1.5 demonstrate an understanding of gender identity, gender expression and sexual orientation A1.2 Coping A1.5 Self	<i>Cross Reference D1.5 corresponds with SEL A1.2 Coping, A1.5 Self</i>
D2 Making Healthy Choices: demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being	D2.1 Healthy Eating: evaluate personal eating habits and food choices on the basis of the recommendations in Canada's Food Guide, taking into account behaviours that support healthy eating A1.1 Emotions A1.2 Coping A1.5 Self A 1.6 Thinking	<i>Cross Reference D2.1 corresponds with SEL A.1 Emotions A1.2 Coping, A1.6 Thinking</i>
	D2.2 Personal Safety and Injury Prevention: demonstrate the ability to assess situations for potential dangers and apply strategies for avoiding dangerous situations A1.2 Coping A1.6 Thinking	<i>Cross Reference D2.2 corresponds with SEL A1.2 Coping, A1.6 Thinking</i>
	D2.3 Human Development and Sexual Health: demonstrate an understanding of abstinence, contraception, and the use of effective and suitable protection to prevent pregnancy and STBBIs, and the concept of consent, as well as the skills A1.3 Motivation A1.5 Self A1.6 Thinking	<i>Cross Reference D2.3 corresponds with SEL A1.3 Motivation, A1.5 Self and A1.6 Thinking</i>
	D2.4 Mental Health Literacy: demonstrate an understanding of how incorporating healthy habits	<i>Cross Reference D2.4 corresponds with SEL A1.2 Coping, A1.3 Motivation and A1.6 Thinking</i>

	and coping strategies into daily routines can help maintain mental health and resilience in times of stress A1.1 Emotions, A1.2 Coping, A1.3 Motivation, A1.6 Thinking	Lesson 2.1 Standing Up for Positive Values, Lesson 2.2 Your Wall of Fame, Lesson 2.3 Positive Role Model Lesson 2.4 Success Lesson 2.5 Do You Have Plans? Lesson 2.6 Exploring Emotions Lesson 2.7 My Anger Buttons Lesson 2.8 The Pits and Peaks: Keeping Cool
D3 Making Connections for Healthy Living: 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	D3.1 Healthy Eating: identify strategies for promoting healthy eating habits and food choices within the school, home and community A1.6 Thinking	<i>Cross Reference D3.1 corresponds with SEL A1.6 Thinking</i>
	D3.2 Personal Safety and Injury Prevention: analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence A1.1 Emotions, A1.2 Coping, A1.4 Relationships, A1.6 Thinking	<i>Cross Reference D3.2 corresponds with SEL A1.2 Coping, A1.1 Emotions, A1.2 Coping, A1.4 Relationships, A1.6 Thinking</i> Lesson 2.7 My Anger Button Lesson 3.2 Intent and Impact: Do We Understand Each Other? 3.4 That’s How We Role Lesson 3.4 Choosing Healthy Friendships Lesson 3.6 Conflict Resolved Lesson 3.7Ask: Three Steps to Stand Up For Yourself Lesson 3.8 Put a Stop to Bullying!
	D3.3 Human Development and Sexual Health: analyse the attractions and benefits associated with being in a healthy relationship as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy A1.1 Emotions A1.4 Relationships A1.6 Thinking	<i>Cross Reference D3.3 corresponds with SEL A1.2 Coping, A1.1 Emotions, A1.4 Relationships and A1.6 Thinking</i>
	D3.4 Mental Literacy: explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma A1.4 Relationship A1.6 Thinking	Lesson 4.3 Response-Ability Leads to Success