<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Self-Esteem</th>
<th>Depression/Stress Suicide</th>
<th>Team</th>
<th>Bullying</th>
<th>Fitness</th>
<th>Dance</th>
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<tr>
<td>Length</td>
<td>3.2.2, 4.3, 4.4</td>
<td>2.2, 2.3, 3</td>
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### Key Concepts

**Relationships**

Relationships are the connections and associations between properties, objects, people and ideas — including the human community’s connections with the world in which we live. Any change in relationship brings consequences — some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem. In physical and health education, the concept of relationship offers opportunities to explore the connections human beings need in order to function and interact effectively. Through physical and health education, students will develop and reflect on a wide variety of personal and social relationships in which they can assess and develop their interpersonal skills.

**Change**

Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences. In many ways, physical and health education involves inquiry into change. In response to stimuli from players and the environment, individuals and teams change strategies and tactics. Change is an essential aspect of human development, and adolescents are acutely aware of their changing bodies and abilities. Physical and health education courses can help to foster positive personal, social, emotional, mental and physical change that can lead to more balanced, healthy lives.

**Communication**

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common ‘language’ (which may be written, spoken or non-verbal). Physical and health education requires students to utilize, create, adapt and understand a variety of communication tools. Communication within this subject relies on a strong connection between form and function. Students will understand that communication is not simply about giving and receiving information, but also how that information is transferred. Communication is an essential part of all personal and social development; it helps people to understand themselves, others and the world around them.

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### Related Concepts

**Interaction**

An interaction is the result of two or more objects, groups or ideas affecting each other. Interactions can occur in a variety of forms, such as verbally, physically and digitally. Depending on their nature, successful interactions can contribute to improved personal, social and performance outcomes.

**Change**

Change involves making a decision between at least two alternatives, knowing that, in making a choice, we will have to go without the other(s). Choices should be made by evaluating the situation and considering the resources available. Depending on the situation some choices will need to be decided upon quickly; such as choices required during game play. Other choices allow for longer periods of consideration; such as choices made in relation to nutrition or fitness development.

**Refinement**

Refinement is the process of modifying something to enhance its overall effectiveness. Refinement can occur in relation to personal behaviors, thought processes, techniques, tactics and strategies. Refinements are made based on internal and/or external feedback.

**Movement**

Movement refers to the types and ways in which objects move. Sporting movements are normally divided into two categories: offensive (attacking) and defensive; however, various degrees occur within these two categories. Movement can also occur in relation to thoughts and decisions and should be explored in relation to foods and objects people aligning their thinking with others in relation to a specific cause or ideal.
and striving to understand their opinions and disposition. People gain perspective by listening to others and considering the ways in which their points of view align or differ. Seeking and considering multiple perspectives is crucial to personal, mental and social health development, as well as to our ability to develop effective sporting techniques, tactics and strategies.

Personal and cultural expression

What is the nature and purpose of creative expression?

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Possible explorations to develop:
- artistry, craft, creation, beauty
- products, systems and institutions
- social constructions of reality; philosophies and ways of life; belief systems; ritual and play
- critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument
- metacognition and abstract thinking
- entrepreneurship, practice and competency

Fairness and development

What are the consequences of our common humanity?

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Possible explorations to develop:
- identity formation, self-esteem, status, roles and role models
- personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
- development, transitions, health and well physical, psychological and social - being, life, lifestyle choices
- human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind

Global Context

Identities and relationships

Who am I? Who are we?

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Possible explorations to develop:
- entrepreneurship, practice and performance
- authority, security and freedom
- power and privilege
- civilizations and social histories, from personal, local and global perspectives.

Criterion objectives/strand assessment task

A-Knowing and Understanding

The student:
- i. outlines physical and health education factual, procedural and conceptual knowledge
- ii. applies physical and health education knowledge to describe issues to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- iii. applies physical and health terminology consistently to communicate understanding.

B-Planning and performance

The student:
- i. designs and explains a plan for improving physical performance and health
- ii. explains the effectiveness of a plan based on the outcome.

C-Applying and performing

The student:
- i. demonstrates and applies a range of skills and techniques
- ii. demonstrates and applies a range of strategies and movement concepts
- iii. outlines and applies information to perform effectively.

D-Reflecting and improving performance

The student:
- i. designs and explains a plan for improving physical performance and health
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- **Designs and Explains a Plan**
  - i. designs and explains a plan for improving physical performance and health
  - ii. explains the effectiveness of a plan based on the outcome.

- **Describes and Demonstrates Strategies**
  - i. describes and demonstrates strategies that enhance interpersonal skills
  - ii. outlines goals and applies strategies to enhance performance
  - iii. explain and evaluates performance.

- **Reflecting and Improving Performance**
  - i. describes and demonstrates strategies that enhance interpersonal skills
  - ii. outlines goals and applies strategies to enhance performance
  - iii. explain and evaluates performance.

- **Applying and Performance**
  - i. demonstrates and applies a range of skills and techniques
  - ii. demonstrates and applies a range of strategies and movement concepts
  - iii. outlines and applies information to perform effectively.

- **Reflecting and Improving Performance**
  - i. describes and demonstrates strategies that enhance interpersonal skills
  - ii. outlines goals and applies strategies to enhance performance
  - iii. explain and evaluates performance.

- **Movement Concepts**
  - iii. outlines and applies information to perform effectively.