



Grade 5 Physical Education Health Education *Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation 2002*

Student Learning Outcomes Related to Sustainable Development

1. Movement

A.1.6 Appreciate and respect the natural environment while participating in physical activity.

S.1.5.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) **in outdoor activities on the school grounds and/or special events** (e.g., four square ball, T-ball, skating, snowshoeing, tabloids, mini-Olympics, multicultural games...).

3-Safety

K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).

K.3.5.A.5b Identify water safety rules, hazards, and practices (e.g., wearing flotation devices, importance of swimming lessons, recognizing safety symbols, steps in an emergency...) **related to aquatic activities** (e.g., swimming, boating...).

K.3.5.B.1 Investigate safety concerns in the community and/or the media related to roads, traffic, bus transportation, recreational vehicles, and unsupervised area.

K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (e.g., floods, fires, extreme weather conditions, icy conditions, lightning...) **relevant to self and others.**

K.3.5.B.4 Identify available community supports that promote safety and community health (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, Block Parents...).

4. Personal and Social

S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision-making for physically active and healthy living choices.

5. Healthy Lifestyle Practices

K.5.5.D.3 Identify peer, cultural, media, and social influences related to substance use and abuse (e.g., dares from friends; pressure to belong to a group; attractive advertisement/television/videos; family/cultural/ religious values; peer pressure from groups and gangs; alcoholics or smokers in the family...).

K.5.5.E.3a Identify influences (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) **on sexuality and gender roles.**