



Grade 6 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.1.6.C.1 **Apply functional use of selected movement skills and variations** (i.e. transport and balance skills), **using various equipment and in a variety of environments** (e.g., skating, swimming, cross-country skiing, snow soccer...).

3. Safety Knowledge Strand

K.3.6.A.2 **Determine how environmental conditions can influence safety while exercising outdoors** (e.g., effects of ultraviolet rays, hot sunny weather can lead to heat exhaustion and sunburn, cold weather and high wind-chill factors increase risk of hypothermia and frost-bite...).

K.3.6.A.3 **Recognize reasons** (e.g., safety, personal hygiene, comport, ease of movement...) **for appropriate dress for physical activities in different weather and environmental conditions** (e.g., sunny, cold, windy, wet ...).

K.3.6.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.3.6.B.3 **Show an understanding of basic injuries/conditions** (i.e., bleeding, heat exhaustion, heat stroke, frostbite, hyperthermia, hypothermia) **and basic first-aid procedures** (i.e., seek adult help, rest, apply compression, avoid touching/handling body fluids).

K.3.6.B.4 **Describe ways to seek help related to different types of accidents and and/or dangerous situations** (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, shaken baby syndrome, babysitting).

4. Personal and Social Management

K.4.6.A.3 **Describe how personal factors** (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) **and social factors** (e.g., peers, friends, trends, society, culture, media, advertising...) **influence making responsible and health-enhancing decisions** (e.g., participating in daily physical activity...).

S.4.6.A.2 Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices.

5. Healthy Lifestyles Practices

K.5.6.A.2 Identify practices and policies that support healthy schools and communities (e.g., school code of conduct, adequate supervision, school and community activities, labelling of hazardous products, evacuation procedures, fluoride treatment of drinking water, public health services...).

K.5.6B.3 Identify the positive and negative influences of media and other sources on promoting active living (e.g., commercials sport and special event coverage, physical activity promotions such as fund-raising walkathon/runs...).