

2012
Saskatchewan Curriculum

Wellness

10



Wellness 10

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Introduction

Wellness is a state of optimal well-being that broadens, extends, and reaches beyond the traditional ideas of fitness and health. It is a way of doing – a way of being, and a way of becoming – a predisposition to adopt and embrace key principles in one’s life that lead to high levels of well-being and life satisfaction. Wellness can be defined as “a state [rather than a trait] of being in which a person’s awareness, understanding, and active decision making capacity are aligned with a set of values and aspirations” (Goss, Cuddihy, & Brymeh, 2009). Notably, wellness generally refers to an individual’s functioning and is viewed as the umbrella overarching well-being (Miller & Foster, 2010) and is best illustrated as an ongoing process, a wellness journey, rather than an endpoint.

Wellness requires a conscious commitment and the appreciation that everything one does, thinks, feels, and believes has an impact on the well-being of self and others. This positive and holistic approach to living is the quality of life we enjoy when the physical, psychological, spiritual, social, and environmental dimensions in our lives are in balance – when no dimension is being neglected or overemphasized.

This curriculum provides the learning outcomes that Wellness 10 students are expected to achieve by the end of the course. Indicators are included to provide the breadth and depth of what students should understand, know, and be able to do in order to achieve the identified learning outcomes.

Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its components and initiatives, Core Curriculum supports student achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* found on the Saskatchewan Ministry of Education website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Ministry website at www.education.gov.sk.ca/policy for policy and foundation documents including the following:

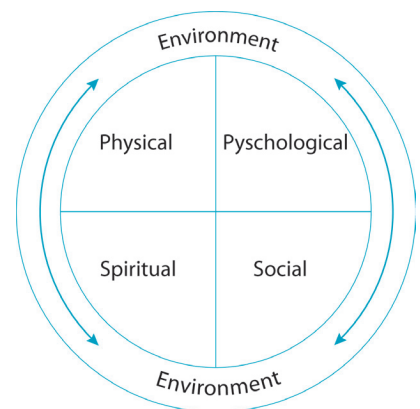
- *The Adaptive Dimension in Core Curriculum* (1992)
- *Classroom Curriculum Connections: A Teacher’s Handbook for Personal-Professional Growth* (2001)
- *Connections: Policy and Guidelines for School Libraries in Saskatchewan* (2008)

Just because you’re not sick does not mean you’re healthy.

Author Unknown

Socrates: We can do nothing without the body: let us always take care that it is in the best condition to sustain us.

(NASPE, 2012)



Edward Stanley: Those who think they have not time for bodily exercise will sooner or later have to find time for illness.

(NASPE, 2012)

- *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (2005)
- *Gender Equity: Policies and Guidelines for Implementation* (1991)
- *Instructional Approaches: A Framework for Professional Practice* (1991)
- *Multicultural Education and Heritage Language Education Policies* (1994)
- *Objectives for the Common Essential Learnings (CEs)* (1998)
- *Physical Education: Safety Guidelines for Policy Development* (1998)
- *Policy and Procedures for Locally-developed Courses of Study* (2010)
- *Renewed Curricula: Understanding Outcomes* (2010)
- *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)* (2008)
- *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988).

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. Wellness 10 contributes to the Goals of Education through helping students achieve understandings, skills, and attitudes related to the following areas:

Lifelong Learners

Students who are engaged in attaining and maintaining optimal well-being learn that wellness is a concept that broadens, extends, and reaches beyond traditional ideas of fitness and health. Throughout Wellness 10, students demonstrate understandings, abilities, and dispositions necessary to deeply understand wellness and to authentically apply these understandings in various settings. Applying these new understandings within a variety of contexts supports students as lifelong learners.

Sense of Self, Community, and Place

Students who possess a positive personal identity are able to establish and maintain meaningful relationships with self and others. Wellness is a positive approach to living – an approach that emphasizes the balanced and whole being within relationships with self and others. In striving for this balance, students' sense of self, community, and place is strengthened.

Related to the following Goals of Education:

- *Basic Skills*
- *Lifelong Learning*
- *Positive Lifestyle*

Related to the following Goals of Education:

- *Understanding and Relating to Others*
- *Self-Concept Development*
- *Spiritual Development*

Engaged Citizens

Students who build a capacity for active involvement, an ethical sense of personal agency, and strengthened connections to the well-being of self, family, community, and the environment will contribute to the sustainability of local and global communities. Making positive and informed decisions for well-being broadens students' understanding of, and responsibility for, stewardship of the natural environment and of the well-being of communities.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

This competency addresses how people make sense of the world around them. Understanding develops by building on what is already known, and by initiating and engaging in contextual thinking, creative thinking, and critical reasoning through cultural, experiential, and inquiry processes. Wellness 10 is inquiry-based and recognizes and builds upon the knowledge and abilities that students already possess. Students learn to self-reflect and to purposefully seek, evaluate, and apply historical, contemporary, and evolving information for optimal well-being.

Developing Identity and Interdependence

This competency addresses the ability to act autonomously in an interdependent world. It requires the learner to develop an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group well-being. It assumes the development of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity, rights, and responsibilities; and understanding and valuing social and environmental interdependence and sustainability.

Related to the following Goals of Education:

- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

K-12 Goals for Developing Thinking:

- *thinking and learning contextually*
- *thinking and learning creatively*
- *thinking and learning critically*

K-12 Goals for Developing Identity and Interdependence:

- *understanding, valuing, and caring for oneself*
- *understanding, valuing, and caring for others*
- *understanding and valuing social, economic, and environmental interdependence and sustainability*

K-12 Goals for Developing Literacies:

- *constructing knowledge related to various literacies*
- *exploring and interpreting the world through various literacies*
- *expressing understanding and communicating meaning using various literacies*

K-12 Goals for Developing Social Responsibility:

- *using moral reasoning*
- *engaging in communitarian thinking and dialogue*
- *taking action*

Wellness 10 promotes an appreciation of the centrality of movement in daily life, in all its forms – from meeting functional requirements, to providing opportunities for social interaction, to acknowledging participation in physical activity and sport as a significant cultural practice.

Developing Literacies

This competency addresses a variety of ways, including using movement and technology, to interpret the world and express understanding of it. Multiple literacies involve the evolution of interrelated knowledge, skills, and strategies that contribute to the development of an individual's ability to participate in attaining and maintaining balance at home, at school, and in the community. Wellness 10 requires students to use different literacies, including health literacy and physical literacy, effectively and contextually to represent and apply understanding about wellness in multiple flexible ways.

Developing Social Responsibility

This competency addresses how people contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the ability to participate with others in wellness opportunities. Wellness 10 supports students in addressing mutual concerns for well-being and applying decisions for individual, family, community, and environmental wellness.

Purpose of Wellness 10

The purpose of Wellness 10 is a reflection of the K-12 aims of health education and of physical education:

The K-12 aim of the Saskatchewan Health Education curricula is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life.

The K-12 aim of the Saskatchewan Physical Education curricula is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.

Based upon the K-12 aims of health education and physical education, the purpose of Wellness 10 is **to develop confident and competent students who understand, appreciate, and engage in a balanced, healthy, and active lifestyle.**

Goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject area. Wellness 10 contributes to the achievement of both the K-12 Health Education and the K-12 Physical Education goals.

Health Education K-12 Goals:

- Develop the understanding, skills, and confidences necessary to take action to improve health.
- Make informed decisions based on health-related knowledge.
- Apply decisions that will improve personal health and/or the health of others.

Physical Education K-12 Goals:

- Active Living - Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
- Skillful Movement - Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.
- Relationships - Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

These goals, while reflecting what is important in health education and physical education, also provide the throughlines to and from Cross-curricular Competencies and Broad Areas of learning. Wellness 10 teachers need to ensure that the throughlines are considered when planning and teaching.

This curriculum contributes to fostering optimal wellness while recognizing there are many factors that promote well-being at every stage in a young person's development. Throughout Wellness 10, opportunities are provided for students to attain and maintain a healthy "mind, body, and spirit". Young people can acquire the understandings, skills, and confidences needed, for example, to create a personal plan for wellness, balance the dimensions of wellness, establish a norm of safety, experience how body mass affects physical fitness, and develop a deep sense of the spiritual dimension of overall well-being.

The Canadian Mental Health Association (CMHA) estimates that 10-20% of Canadian Youth are affected by a mental illness or disorder. They also report that 3.2 million 12-19 year olds are at risk for developing depression.

(CMHA, 2011)

The majority of Canadian youth do not engage in appropriate or sufficient healthy living behaviours.

(PHAC, 2011)

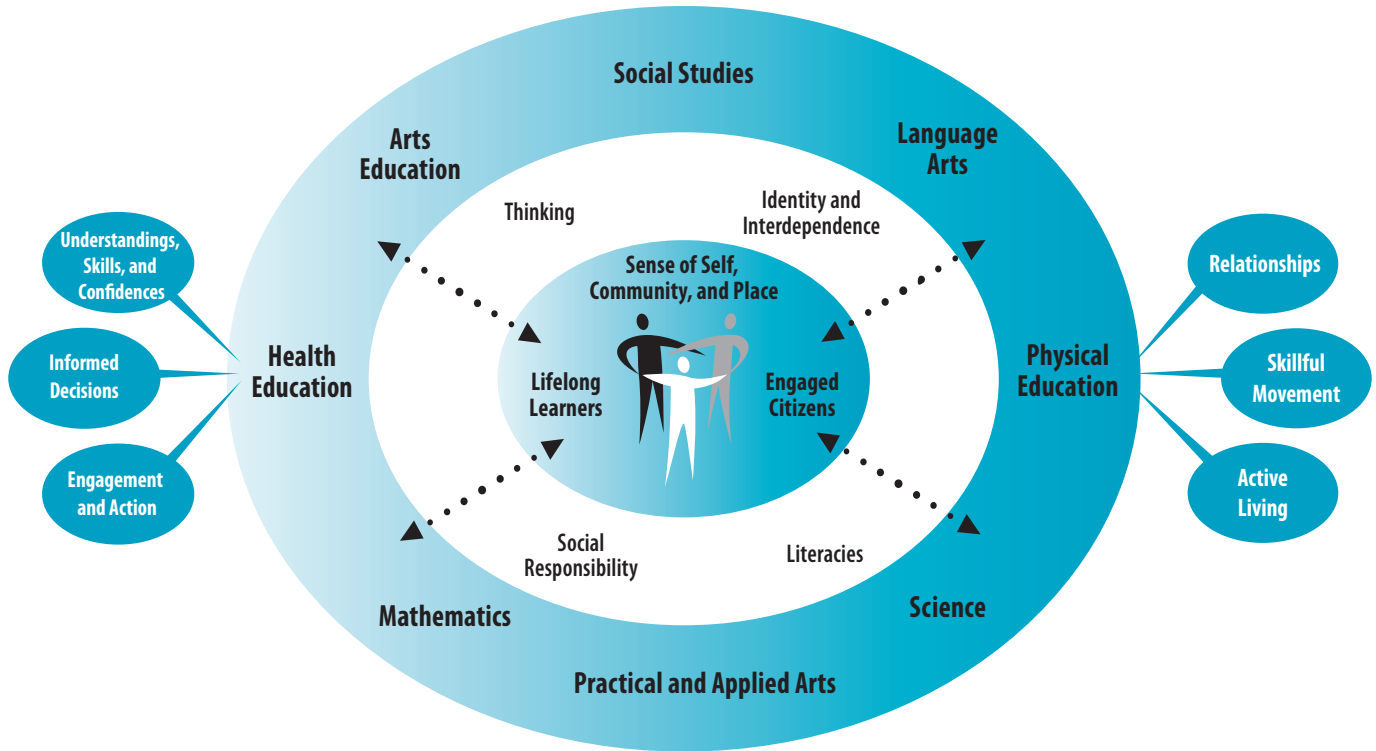


Figure 1. Aims and Goals of Wellness 10

An Effective Wellness 10 Program

An effective Wellness 10 program supports student achievement of curriculum outcomes through:

- Inquiring for healthy decision making
- Balancing the dimensions of wellness
- Embracing a comprehensive school community health approach
- Incorporating service learning
- Designing a Personal Plan for Well-being

Schools cannot achieve their primary focus of student learning and achievement if students and staff are not healthy and fit mentally, physically, and socially.

Constructing Understanding Through Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry focuses on the development of compelling questions, challenging opportunities, and personal application to motivate and guide inquiries into concepts and issues related to curriculum outcomes.

Inquiry is more than a simple instructional strategy; it is the authentic, real work that someone in the “world of wellness” might tackle. Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students’ discoveries, insights, and co-construction of new knowledge. It is “the type of work that those working in the disciplines actually undertake to create or build knowledge. Therefore, inquiry involves serious engagement and investigation and the active creation and testing of new knowledge.” (Galileo Educational Network, 2011).

Inquiry builds on students’ inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. It provides opportunities for students to become active participants in a collaborative search for meaning, understanding, and change. While memorizing facts and information may be necessary in some cases, it is not sufficient. What is important in Wellness 10 is understanding how to access, make sense of, and apply the reliable and relevant information related to wellness. Students need to move toward the generation of useful and applicable knowledge – a process supported by inquiry learning.

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding rather than passively receiving information
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- are directly involved and engaged in the discovery of new knowledge rather than passively receiving information
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

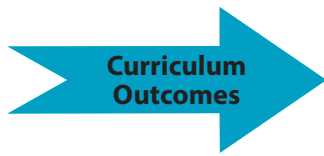
(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

(Mills & Donnelly, 2001, p. xviii)

Inquiry is not to be thought of in terms of isolated projects, undertaken occasionally on an individual basis as part of a traditional transmissionary pedagogy. Nor is it a method to be implemented according to a preformulated script.

(Galileo Educational Network, 2011)

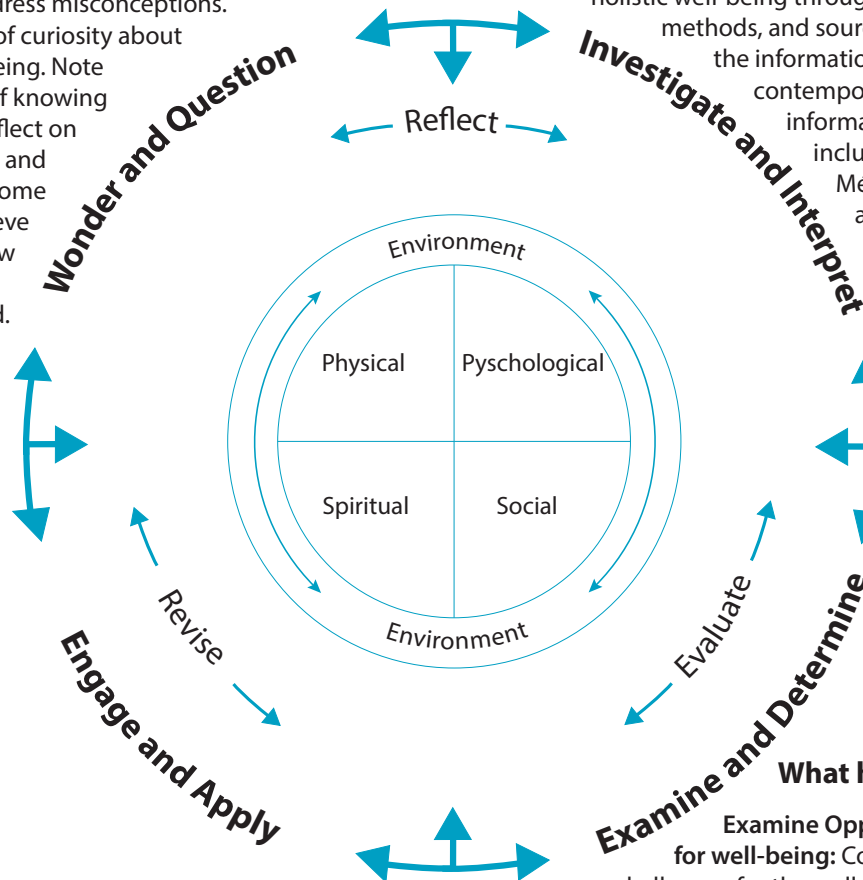


What do I/we want and need to know about wellness and why?

Wonder and Question: Ask compelling questions. Address misconceptions. Identify areas of curiosity about holistic well-being. Note diverse ways of knowing and being. Reflect on what is known and how one has come to know / believe it. Imagine how "life" can be more balanced.

How am I/are we going to get there?

Investigate and Interpret: Gather information (e.g., research, observe, discuss, interview) about holistic well-being through a variety of media, methods, and sources; evaluate the source and the information. Compare historical, contemporary, and evolving information and ways of knowing, including First Nations and Métis. Make connections and analyze factors that influence the well-being of self, family, community, and environment. Critique; synthesize meaning; construct and shape new thoughts. Interpret ideas; question theories. Consider how life can be more balanced.



How am I/are we going to use what I/we have learned/discovered?

Engage and Apply: Use what is known and understood to attain or maintain optimal wellness. Design and implement a Personal Plan for Wellness based on the "best" alternative within a variety of contexts. Actively address one's wellness.

What have I/we discovered?

Examine Opportunities and Challenges for well-being: Consider opportunities/challenges for the well-being of self, family, community, and/or the environment based on one's investigations and interpretations. Respect diverse ways of knowing and of solution seeking; propose and evaluate possible alternatives and opportunities; consider possible/anticipated consequences; determine possible obstacles and suggest ways to address them. Determine how life can be more balanced.



Figure 2. Inquiry for Personal, Family, and Community Well-being

Questions for Deeper Understanding

Questions provide students the initial direction for developing deeper understanding of wellness-related concepts. Guiding questions may help students grasp the important disciplinary ideas surrounding a wellness focus or context. Questions provide a framework, purpose, direction for learning, and a connection to students' experiences, well-being, and life beyond the school. Ensuing investigation often leads to the development of additional questions for inquiry.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect, and formulate new questions for further inquiry. Examples of questions to support deeper understanding of wellness include:

- What is a balanced and happy life?
- What is human nature? How does it influence the well-being of self and others?
- How and why do particular inequities (both perceived and real) impact the well-being of communities?
- How do our doubts and fears affect the balance in our lives?
- How does society perpetuate inequities in wellness?
- What matters most in relationships (self, peer, family, other adults)?
- How does being physically fit enhance our overall well-being?
- How might our confidence and competence in our physical abilities impact our overall well-being?
- Why and when is it important to step in or speak out in someone's defense?
- Why do people sometimes hurt others who have done nothing to them?
- What role do ethics play in balanced wellness?

Dimensions of Wellness

Wellness is the pursuit of balance and continued growth within the five dimensions. Multiple definitions and models relating to wellness have been developed yet a number of recurrent assumptions are evident in the literature:

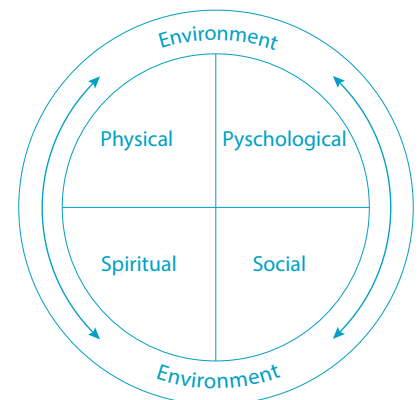
- Wellness is a multidimensional construct
- Balance and integration are essential to overall wellness
- Wellness is dynamic and incremental for each person.

People of all ages frequently make decisions and then do not put them into practice, or only practise them temporarily. People who are successful at making and sustaining lifestyle changes take time to

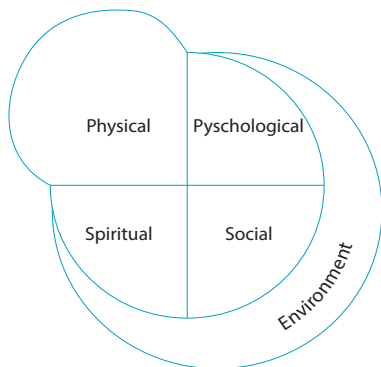
Questions to Support Deeper Understanding:

- *Cause genuine and relevant inquiry into the key ideas and core content.*
- *Provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions.*
- *Require students to consider alternatives, weigh evidence, support their ideas, and justify their answers.*
- *Stimulate thought, provoke inquiry, and spark more questions – not just pat answers.*
- *Spark meaningful connections with prior learning and personal experiences.*
- *Naturally recur, creating opportunities for transfer to other situations and subjects.*

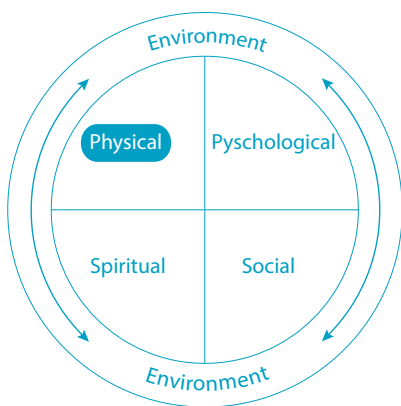
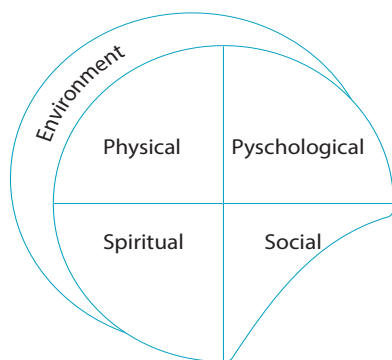
(Adapted from Wiggins & McTighe, 2005, p. 110)



Overemphasis on Physical Dimension



Neglect of Social Dimension



identify personal goals and a plan of action. As goals or benchmarks are achieved, and as life circumstances change, the plan evolves.

In this curriculum, the dimensions of wellness (i.e., physical, social, psychological, spiritual, environmental) can also be thought of as the dimensions of one's being. These dimensions are interconnected, interdependent, and constantly interacting with each other. Maintaining or improving one's wellness – one's quality of life – requires continuous balancing and rebalancing of the dimensions of wellness.

We cannot attain or maintain optimal wellness without taking care of ourselves, reaching out to others, and investing in meaningful causes beyond ourselves. The concept of wellness extends beyond our personal wellness. To attain and maintain harmony and balance in our lives, we must pay attention to each of the five dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental) and ask questions for deeper understanding, such as "What am I going to do with my wellness?" and "Why are some communities healthier than others?" In Wellness 10, students demonstrate increasing responsibility for personal wellness by designing, implementing, and evaluating a comprehensive Personal Plan for Wellness (PPW) throughout the course. The repeated practice of action planning and fitness planning at the Middle Level (grades 6-9) enables Wellness 10 students to improve their abilities to transfer personal understanding of wellness into responsible action.

Each dimension contributes to our own sense of wellness or quality of life, and each affects and overlaps the others. At times one may be more prominent than others, but neglect of any one dimension for any length of time will adversely effect overall well-being. Conversely, improvements in one dimension will have a positive influence on the others.

Physical Dimension

The physical dimension of wellness encompasses the functional operation of the body. The physical dimension requires regular participation in a variety of movement activities and it encourages the development of both the confidence and the competence to engage in activity for a lifetime. Physical Wellness also involves accessing self-care, using appropriate health and medical systems, making wise food choices, and encouraging and promoting safe behaviours.

Actions to improve physical wellness include but are not limited to:

- Engaging in daily moderate to vigorous physical movement
- Planning to achieve and maintain health-related fitness
- Seeking appropriate health and medical care
- Embracing healthy eating

- Using safe sex practices
- Managing stress
- Avoiding harmful behaviours
- Detecting illness
- Attaining realistic body image/awareness
- Developing the confidence and competence to be active.

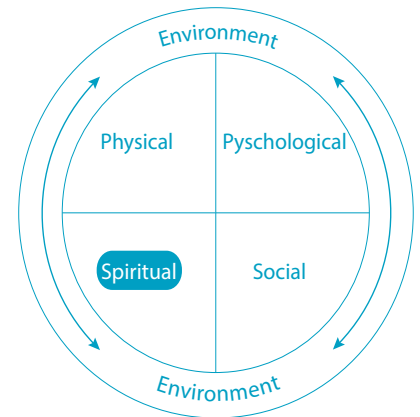
Spiritual Dimension

This dimension refers to the values, beliefs, and commitments at the core of one's being. The key aspects of spiritual wellness are the creation of personal values and beliefs toward life purpose and oneself in relation to others, the community, the environment, and the universe. Spiritual well-being is the journey of contemplating and accepting one's place in the complex and interrelated universe. For spiritual growth to occur, opportunities must be provided for students to reflect on their inner lives, to ask questions for deeper understanding (e.g., What gives meaning to my existence? Who am I?), and to engage in serious dialogue on profound issues. This dimension of wellness might include:

- A sense of belonging to a scheme or existence greater than the personal
- A sense of purpose
- A realization that all humanity is somehow interrelated
- An understanding that true happiness involves more than the accumulation of wealth or "stuff"
- A desire to comfort and help others
- The ability to show gratitude and generosity
- A desire to contribute to society
- An attempt to reduce conflict and maintain harmony
- A sense of wonder and awe related to the beauty, power, and mysteries of Mother Earth
- A potential to engage in thinking about larger purposes (e.g., social justice, ecological sustainability).

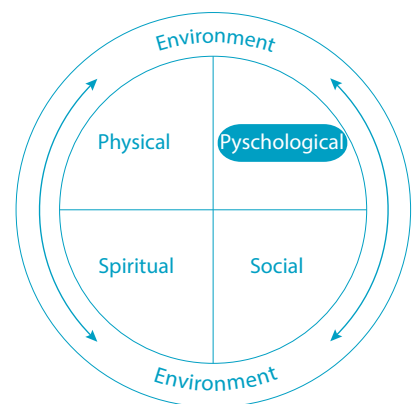
Psychological Dimension

The psychological dimension involves one's mental, emotional, and intellectual capacities. Intellectual stimulation is closely tied to emotional well-being, as cognitive functioning is part of the psychological aspect of wellness – especially in making positive/health changes in behaviour. The weaving of one's knowledge, skills, creativity for problem solving, and learning is characteristic of someone who is mentally "fit". Metacognition is important and the resulting ability to think critically and creatively about what one knows, believes, and values is necessary to overall well-being. The emotional aspect is the



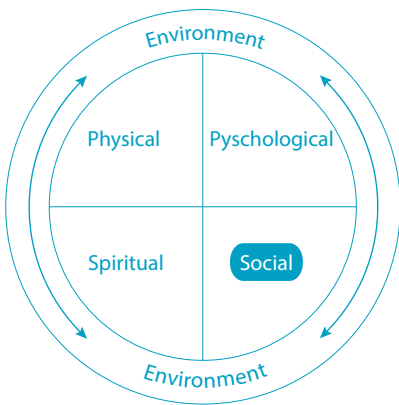
According to World Health Organization (WHO) estimates, approximately one in five young people under the age of 18 experiences some form of developmental, emotional or behavioural problem; one in eight experiences a mental disorder.

(WHO, 2004, p. 13)



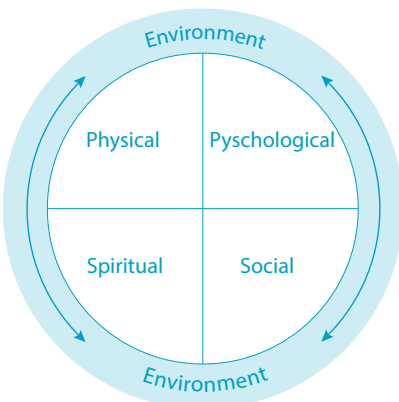
Mental health is a state of well-being in which the individual recognizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his own community.

(Mental Health Commission of Canada, 2012)



Environmental wellness has a broad dimension that considers the nature of an individual's reciprocal interaction with the environment on a global level (e.g., balance, impact, control). The environment includes home, work, community, and nature.

(Foster & Keller, 2011)



“feeling” part and includes one’s emotional intelligence as well as the identification, regulation, and expression of emotions.

Actions to improve psychological wellness include but are not limited to:

- reacting to difficulties and adversity optimistically
- managing and expressing feelings/emotions appropriately
- laughing and being able to stimulate laughter in others
- being curious
- engaging in daily moderate to vigorous movement
- engaging in critical and creative thinking.

Social Dimension

The social dimension of wellness is broad in scope because it has to do with self and others, including the degree and quality of interactions with others, the community, and the environment. The social dimension encompasses personal and social responsibility (Harrison, 2011), effective communication skills, a comfort level for interacting with others in a variety of contexts, a sense of belonging, and a satisfaction with societal roles which directly influences our overall well-being. The more individuals have a supportive social network (e.g., family, friends, community), the better their health (Public Health Agency of Canada, 2011). This dimension of wellness might include:

- resolving conflicts and reaching consensus
- getting along with others who have differing perspectives
- feeling connected to a person, group, or cause
- caring for others and their well-being
- promoting social relationships through participation in movement activities
- nurturing relationships that enhance well-being of self and others.

Environmental Dimension

We may not consider the impact of Environmental Wellness on our overall wellness plan, but our environment can have a huge impact on psychological, physical, social, and spiritual well-being. Environmental well-being includes our cultural environments, our natural environments, and our constructed environments. Factors in each of these environments influence our wellness and how we care for/about the environment can have a huge impact on the way we feel. Environmental Wellness encompasses not just our relationship with Mother Earth but our relationship with our personal surroundings as well. It involves respecting possessions and our places of work and play. Environmental Wellness also involves caring for and appreciating nature, eating locally grown foods, using public transportation, recycling, conserving water, printing less, and being aware of one’s surroundings.

Wellness Literacy

Literacies are multi-faceted and provide a variety of ways, including the use of various language systems, media, and movement to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and communicate meaning. Wellness requires students to use different literacies, including health and physical literacies, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

Physical Literacy

Physical literacy can be described as the ability and motivation to capitalize on one's movement potential to make a significant contribution to one's quality of life. As humans, we all exhibit this potential; however, its specific expression will be particular to the culture in which we live and the movement capacities which we develop.

An individual who is physically literate:

- moves with poise, economy, and confidence in a wide variety of physically challenging situations; is perceptive in “reading” all aspects of the physical environment, anticipating movement needs or possibilities and responding appropriately to these, with intelligence and imagination.
- has a well-established sense of self as embodied in the world. This, together with an articulate interaction with the environment, engenders positive self-esteem and self-confidence.
- develops fluency in self-expression through non-verbal communication and perceptive and empathetic interaction with others.
- can identify and articulate the essential qualities that influence the effectiveness of own movement performance, and has an understanding of the principles of embodied health, with respect to basic aspects such as exercise, sleep, and nutrition. (Whitehead, 2006)

Physical literacy includes the development of fundamental movement skills that permit someone to move confidently and with control. A physically literate person will know how to move and be able to apply that knowledge in a wide range of contexts and movement activities.

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

(Physical & Health Education Canada, 2004)

“The majority of adult Canadians (60%) do not have the necessary skills to manage their health adequately.”

(Health Literacy in Canada: A Healthy Understanding, 2008)

“Across Canada, the prevalence of diabetes increases significantly as health literacy decreases.”

(Health Literacy in Canada: A Healthy Understanding, 2008)

Research shows that comprehensive school health approaches can lead to improvements in children’s academic achievements, as well as in their health and well-being – improving their quality of life and helping to reduce pressures on our health care system over the long term.

(Joint Consortium for School Health, 2011)

Health Literacy

Health literacy refers to individuals’ abilities to access and interpret information, develop understanding, and take action related to their physical, psychological, social, spiritual, and environmental health, and strengthen the capacity to make well-informed, healthy decisions. This can include the ability to read and act upon health information (such as the appropriate use of prescription medications), the proper skills to effectively communicate health needs and challenges, or sufficient listening and cognitive skills to understand the information and the instructions received (Adapted from Canadian Council on Learning, 2007).

Health education is not only concerned with the communication of information, but also with fostering the motivation, skills, and confidence (self-efficacy) necessary to take action to improve health (Public Health Agency of Canada, 2009, p. 9).

Numerous studies over the years have repeatedly demonstrated a strong link among literacies, level of education, and level of health. Health and learning are closely intertwined and the interaction between them is evident at all ages, from early childhood through to the later stages in life. The equation is a simple one:

Higher education status and ability to understand health = Better health = Higher Achievement.

Researchers and policy makers in the health and education fields consider health literacy as a critical pathway linking education to health outcomes, as a causal factor in health disparities between different population groups, and as a predictor of overall population health (Canadian Council on Learning, 2007).

Comprehensive School Community Health

The framework for Comprehensive School Community Health (CSCH) is internationally recognized for supporting improvements in students’ educational outcomes while addressing school and community well-being in a planned, integrated, and holistic way. CSCH enhances what already happens in the teaching and learning environments and motivates the whole school community through actions that encompass four integrated components providing a strong foundation for school community well-being:

- High Quality Teaching and Learning
- Healthy Physical Environment
- Supportive Social Environment
- Community Engagement and Partnerships.

Why is CSCH foundational to Wellness 10?

Comprehensive School Community Health:

- recognizes that healthy active children and youth learn better and achieve more
- understands that schools can directly influence students' health, fitness levels, motivations, and behaviours
- encourages healthy choices, and promotes students' health and well-being
- incorporates health and wellness into all aspects of teaching and learning
- links and aligns wellness and education issues and opportunities
- thrives with the participation, support, and engagement of families and the whole community.

In the school, CSCH facilitates improved student achievement and positive behaviours. CSCH encourages and supports the development of children and youth in becoming physically, psychologically, socially, spiritually, and environmentally healthy for life.

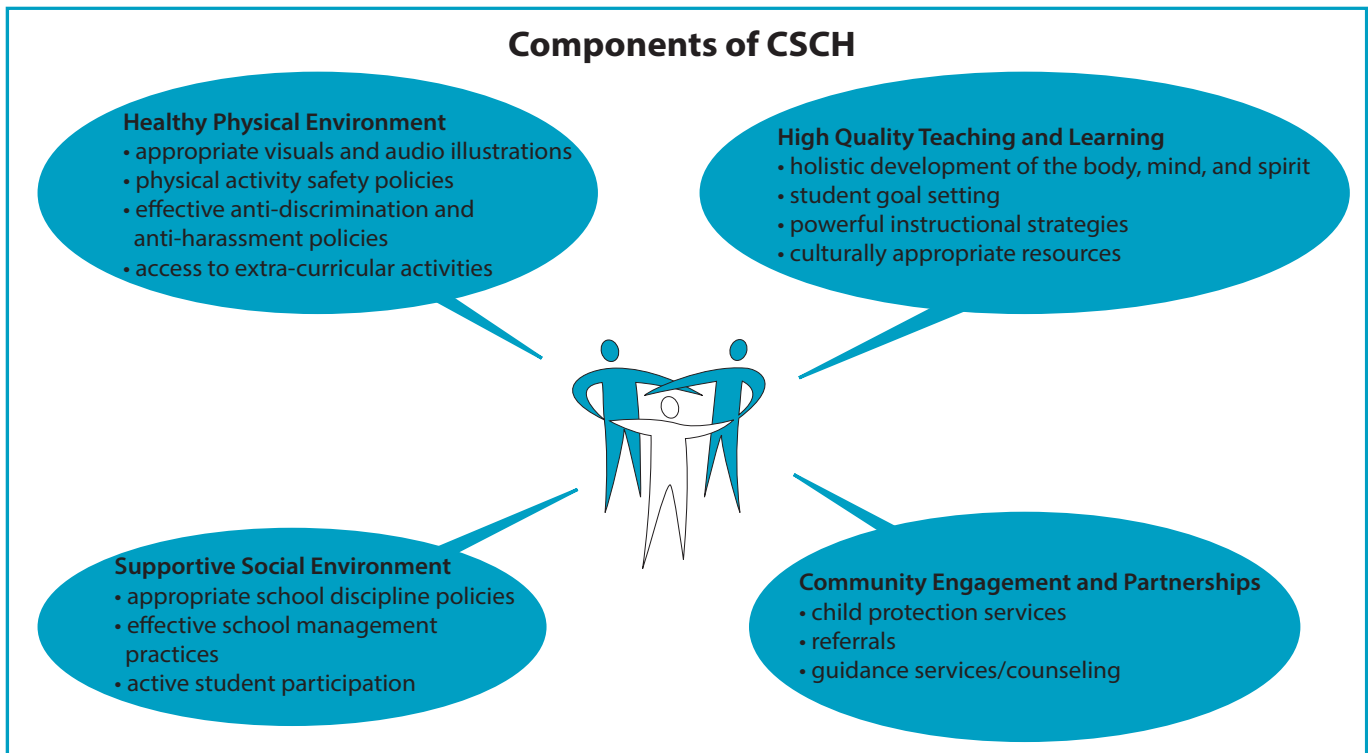


Figure 3. Comprehensive School Community Health

EFFECTIVE Wellness 10 Programs	INEFFECTIVE Wellness 10 Programs
<p>High Quality Teaching and Learning</p> <p>Effective instruction consists of:</p> <ul style="list-style-type: none"> • Teaching Wellness 10 for the required amount of time (i.e., 100 hours). • Addressing all dimensions of Wellness (i.e., physical, psychological, social, spiritual, environmental) through the use of personalized approaches that match the learning needs of students. • Establishing cross-curricular learning opportunities to strengthen wellness understandings and skills. • Supporting informal learning opportunities and connections to students' lives. • Providing students with choices as to how they will enhance personal wellness. • Planning to engage students in daily physically active learning experiences. • Using anti-oppressive and developmentally appropriate learning strategies to allow all students to see and be "themselves". • Infusing First Nation and Métis perspectives and ways of knowing. • Including all students in planning, learning, and assessing. 	<p>Low Quality Teaching and Learning</p> <p>Ineffective instruction consists of:</p> <ul style="list-style-type: none"> • Treating Wellness 10 as less important than other Areas of Study. • Planning and implementing a Wellness 10 program that does not support students in achieving the provincial curriculum outcomes. • Focusing solely/primarily on the "physical" dimension. • Teaching outcomes in a sequence not based on integration of learnings from multiple outcomes. • Having 'sit in your desk' learning experiences dominate the learning time. • Teaching Wellness 10 in isolation, without connections to students' daily lives. • Providing no choices or involvement in planning. • Allowing limited or no time for personal reflection. • Promoting only one way of knowing and being (i.e., ethnocentrism).
<p>Deep understanding of Wellness is:</p> <ul style="list-style-type: none"> • Creating, critiquing, and refining knowledge and skills, not just "having" it or "doing it". • Fostering competencies such as health literacy, physical literacy, goal-setting, personal agency, and social responsibility. • Applying wellness skills and strategies to authentic situations. • Engaging in inquiry-based decision making. • Reflecting on learning. • Emphasizing the interconnectedness of all of the dimensions of wellness and the importance of balanced wellness. • Stressing the commonalities among and transferability between different movement concepts, skills, tactics, and strategies. • Supporting self and others to be physically active daily. 	<p>Shallow knowledge of Wellness is:</p> <ul style="list-style-type: none"> • Answering literal recall questions (i.e., simply having the knowledge). • Promoting formalized team sport as a necessary movement experience for all students. • Seeing the dimensions of wellness in isolation. • Memorizing a series of health-related facts. • Doing only isolated health and/or movement activities. • Providing limited or no opportunity for decision making. • Planning for limited or no time to reflect on learning. • Lacking authentic opportunities to apply understandings, skills, and confidences. • Accepting and promoting a Eurocentric view of the world.
<p>Authentic assessment is:</p> <ul style="list-style-type: none"> • Knowing and negotiating what, why, and how students are learning and how teacher and students will know when students have achieved W10 curriculum outcomes. • Use of pre-assessments and formative assessments to demonstrate growth and learning. • Evaluating student achievement based on curricula outcomes. • Collaborating in the planning and criteria for assessment. • Demonstrating and documenting proof of learning and well-being. • Being guided by assessment <i>for</i> learning. • Co-constructing clear expectations and criteria to help students attain the curricular outcomes. • Supporting constructive peer and self-assessment based on mutually agreed-upon criteria. 	<p>Inauthentic assessment is:</p> <ul style="list-style-type: none"> • Having only teacher awareness of W10 curriculum outcomes and of reasons for learning or doing something. • Evaluating all students using only one technique or tool. • Using written quizzes and tests that assess solely basic knowledge of facts. • Using assessment criteria determined solely by the teacher. • Using assessment criteria that are unknown to students. • Comparing the achievement of all students to the elite/athletic students. • Adjusting curriculum outcome marks based on behaviours such as arriving to class on time and bringing "gym" clothes.

EFFECTIVE Wellness 10 Programs	INEFFECTIVE Wellness 10 Programs
<p>Resource-based learning is:</p> <ul style="list-style-type: none"> • Accessing and using a variety of appropriate equipment, media, and other resources. • Arranging for guests to align interactive presentations with provincial Wellness 10 curriculum outcomes. • Using current and appropriate Saskatchewan and Canadian data and information in relation to curriculum outcomes. • Using contemporary technologies and processes to learn and to document understanding. • Providing anti-oppressive and developmentally appropriate resources that allow all W10 students to see themselves/others in respectful ways. 	<p>Ineffective Resource-based learning is:</p> <ul style="list-style-type: none"> • Using only one or two resource(s) as the basis for the Wellness 10 program. • Having a guest speaker present the same information to numerous grade levels rather than targeting grade level curriculum outcomes. • Using a packaged or canned resource as a primary resource with no perceived relation to the provincial W10 curriculum. • Ensuring students are all on the “same page” at the “same time”. • Using resources aimed at persuading students that they must live a certain way regardless of current research or life situations.
<p>Supportive Social Environments</p>	<p>Social Environments</p>
<p>A supportive social environment includes:</p> <ul style="list-style-type: none"> • Providing a welcoming, caring, and inclusive environment regardless of age, ability, sexual orientation, appearance, culture, and gender. • Promoting high-quality relationships and leadership among and between staff, students, and community members. • Supporting formal practices such as policies, rules, and extra-curricular opportunities that support all dimensions (i.e., physical, psychological, social, spiritual, environmental). • Demonstrating informal positive role-models and peer support. • Offering well-balanced opportunities that engage the interest of all students. • Understanding/accepting individual differences. 	<p>A less effective social environment includes:</p> <ul style="list-style-type: none"> • Controlling and limiting learning opportunities for students. • Promoting competition over confidence and competence. • Prioritizing large group activities over partner and solitary activities. • Limiting access points for some students and for families. • Providing uncoordinated planning, implementation, and evaluation of supports. • Demonstrating unsystematic planning regarding prevention and intervention related to inappropriate social skills and related behaviours. • Ignoring opportunities for informal student and family supports.
<p>Community Engagement and Partnerships</p>	<p>Community Engagement and Partnerships</p>
<p>Authentic community engagement involves:</p> <ul style="list-style-type: none"> • Participating, contributing, and making connections with student, family, community, and society (e.g., School Community Councils). • Engaging the school community to expect and support healthy behaviours as well as to create reciprocal relationships to share resources and services. • Utilizing multiple learning environments within the community. • Developing appreciation for the diversity of Saskatchewan people. • Supporting and promoting student, staff and community learning about health and well-being, both in and out of the school. 	<p>Less effective community engagement includes:</p> <ul style="list-style-type: none"> • Limiting parental participation in wellness to supporting efforts such as fundraising. • Lacking the development, implementation, and/or evaluation of school procedural/behavioural/instructional policies. • Allowing double standards to exist between the behaviour of adults and youth. • Lacking understanding of behaviour and learning expectations within the school.
<p>Healthy Physical Environment</p>	<p>Physical Environment</p>
<p>A healthy physical environment includes:</p> <ul style="list-style-type: none"> • Promoting a clean, safe, and health-enhancing environment that helps prevent injuries and enables healthier choices. • Communicating and practising safety procedures. • Communicating and monitoring hygiene standards. • Developing, implementing, and evaluating health and well-being policies (e.g., nutrition, physical activity, bully prevention, tobacco). • Planning opportunities and supports for daily participation in movement activities. • Creating environments free from bullying and harassment. • Making healthier choices the easier choices. • Accessing well-balanced opportunities for nutrition choices and opportunities to be physically active. • Planning school building and grounds to be conducive to inclusive physical activity opportunities before, during, and after school. 	<p>An unhealthy physical environment includes:</p> <ul style="list-style-type: none"> • Limiting development, implementation, and/or evaluation of health and wellness policies. • Not communicating or practising safety procedures (e.g., fire drills, tornado drills, lockdowns). • Restricting facilities and equipment for participation in physical activity during less structured times (e.g., recess, noon hour). • Inadequately supervising students before, between, and after classes or in locker rooms. • Supporting unhealthy choices. • Using resources/materials/equipment that are unsafe or damaged.

Table 1. EFFECTIVE/INEFFECTIVE Wellness 10 Programs

Volunteering increases self-confidence. Volunteering can provide a healthy boost to your self-confidence, self-esteem and life satisfaction. You are doing good for others and the community, which provides a natural sense of accomplishment. Your role as a volunteer can also give you a sense of pride and identity. And the better you feel about yourself, the more likely you are to have a positive view of your life and future goals.

Volunteering combats depression ... A key risk factor for depression is social isolation. Volunteering keeps you in regular contact with others and helps you develop a solid support system, which in turn protects you against stress and depression when you're going through challenging times.

Volunteering helps you stay physically healthy ... Studies have found that those who volunteer have a lower mortality rate than those who do not, even when considering factors like the health of the participants. Volunteering has also been shown to lessen symptoms of chronic pain or heart disease.

(Helpguide.org, 2001-2011)

**Service Learning Outcome:
W2 Assess, through participation in service learning opportunities and other means (e.g., interviews, discussions, observations), how service learning enhances the well-being of the volunteer while providing a service to the individual or organization/community.**

Service Learning

Service learning integrates meaningful community service with instruction and reflection to enrich the learning experience, teach social responsibility, encourage lifelong civic engagement, and strengthen communities for the common good.

Planning for service learning combines experiential learning and community service opportunities. It can be distinguished in the following ways:

- **Curricular Connections** - Integrating learning is key to successful service learning. Curriculum connections should be consciously planned for. See outcome W2 on page 28.
- **Student Voice** - Students should be involved in the selection, design, implementation, and evaluation of their service learning.
- **Reflection** - The balance of reflection and action allows a student to be constantly aware of the impact of his/her work.
- **Community Partnerships** - Partnerships with community organizations/agencies/individuals are used to identify genuine needs, provide mentorship, and contribute positively towards completing a service learning project. All partners will give and benefit in a successful partnership.
- **Assessment** - Effective assessments *for, of, and as* learning must be carefully planned for based upon discussions with the student(s) and the community member/agency/individual about curricular learning outcomes.

In Wellness 10, the expectation is that students will be involved in a minimum of 12 hours of community service that purposefully enhances the well-being of self and others. This community involvement will be identified and planned for in their Personal Plan for Wellness. It is intended that students evaluate how service learning experiences enhance the well-being of the volunteer while providing meaningful services to the individual or organization.

Planning Guidelines for Service Learning

Outcome W2 should be introduced early in the semester or year and then addressed at appropriate times throughout the course.

The following guidelines are suggestions for teachers to consider when planning for service learning:

- Have students identify volunteer opportunities early in the semester/year. These opportunities should align with wellness needs in the community as well as opportunities to enhance dimensions of personal wellness.
- Numerous experiences can make up the minimum of 12 hours of service learning. To support students' understanding of positive volunteerism, the teacher can start with a group experience

and use this common experience when outlining some of the expectations involved.

- Communicate with the agency/organization/individual. Send emails/letters to potential agencies/organizations very early in the course. Conclude with thank-you letters/emails from both the student and the school.
- Facilitate students arranging face-to-face information gathering interviews prior to beginning their volunteer experience. During the interview, students will want to gather contact information, a description of services offered, and possible opportunities to enhance the wellness of the community.
- Document student involvement. Keep a file folder/electronic folder for each student and make a spreadsheet that outlines where each student is, what types of volunteering she or he is involved in, and at what times. Establish the dates and times that students are available and record these in an electronic calendar for students, families, and the teacher to access.
- Emphasize that all students are to document their experiences and respond to a number of guiding questions for self-reflection that will be provided throughout the service learning opportunity. Students may submit a service log, journal, or blog in written or electronic format to the teacher on a session by session basis. Assessment *for* and *as* learning is a continuous process. This allows the teacher to be involved in the students' experiences and provide support.
- Involve the agency/organization/individual in the student's evaluation. Assessment of learning is most authentic and effective when it is based upon self-assessment data, teacher assessment data, and assessment data provided by the agency/organization/individual.

Personal Plan for Wellness (PPW)

The concept of wellness focuses on self and extends to investments in people and causes beyond oneself. We cannot attain or maintain optimal wellness without taking care of ourselves, reaching out to others, and investing in meaningful causes beyond ourselves. To achieve optimal wellness, we need to ask questions for deeper understanding, such as "What do I need to do to sustain my wellness?" "How does my wellness impact my friends and family and vice versa?" and "How do we live with the consequences of our decision making?"

The primary purpose of Wellness 10 is to facilitate opportunities for students to take responsibility for monitoring, enhancing, and evaluating their own wellness. It is important at the Secondary Level that students become more independent and able to take charge of their wellness outside of the school environment. Having students

make informed decisions, and create and implement wellness plans shifts some of the responsibility for wellness away from the teacher and to the students. In this course, students demonstrate increasing responsibility for their own wellness by designing, implementing, revising, and evaluating one comprehensive multi-dimensional (i.e., physical, psychological, social, spiritual, environmental) Personal Plan for Wellness for the entire course.

People who are successful at making lifestyle changes take time to identify specific goals and a plan of action. Throughout Wellness 10, each student will regularly assess and revise his or her ongoing Personal Plan for Wellness to reflect achievement of identified goals. Revisions to personal plans also reflect the new learnings and understanding as they relate to all of the dimensions of wellness.

Wellness 10 Planning

The curriculum outcomes, which are interconnected, are the starting point for planning. Teachers can create authentic learning opportunities to support student achievement of the outcomes through purposeful planning. Purposeful planning requires a deep understanding of the depth and breadth of each outcome and careful consideration of planning for learning opportunities that address more than one outcome.

During Wellness 10, students achieve 10 outcomes. Seven of the outcomes are required and three of the outcomes are chosen from five optional outcomes provided (see Figure 4). Whenever possible, students should be given choice, either individually or as a class, regarding which of the optional outcomes students wish to pursue. Flexibility in planning around the choice of optional outcomes allows for students, teacher(s), and/or communities to focus on local needs to achieve balanced wellness throughout life.

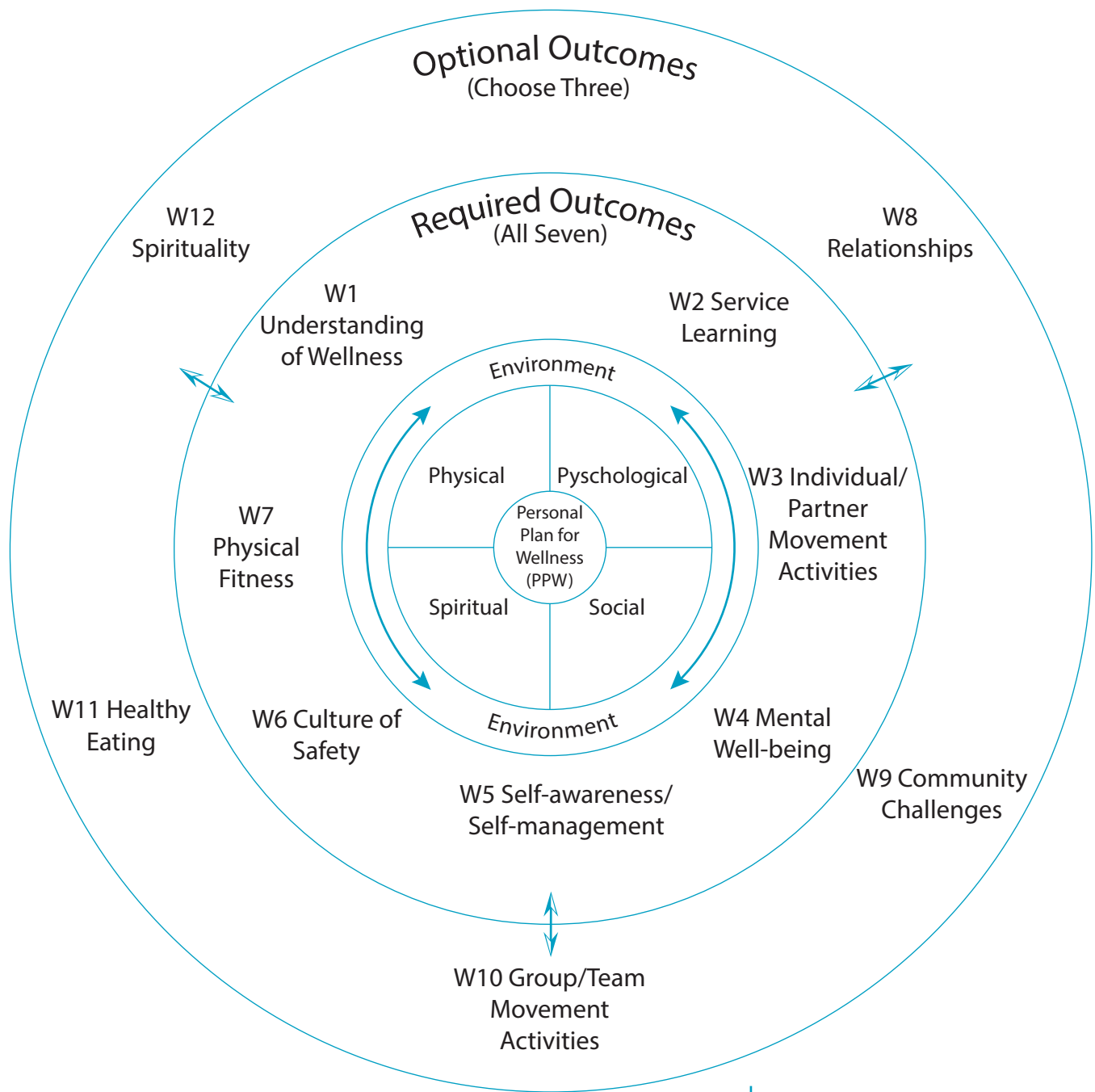


Figure 4. Wellness 10 Planning

When planning for Wellness 10, teachers need to recognize that the learnings associated with a number of outcomes can be integrated for planned learning experiences over a period of time. Additionally, most of the learnings associated with each outcome can be experienced in the context of participation in movement activities. Through purposeful planning that includes an integration of learnings from a number of outcomes, teacher can ensure that students are regularly physically active during Wellness 10.

Additional Planning Recommendations

Most of the learnings associated with Outcome W1 (Understanding of Wellness) should be addressed at the beginning of the course. This will support each student in effectively initiating a Personal Plan for Wellness. This Plan will be revised (based on new learning and data) and continue to be a focus throughout the course.

Teachers should also plan for learning experiences indicated in Outcome W2 (Service Learning) to occur near the beginning of the course. This will establish a strong basis for students to achieve their required minimum of 12 hours of service learning.

By integrating the learnings from multiple outcomes, teachers will help students understand the interconnectedness of the learnings associated with the dimensions of wellness.

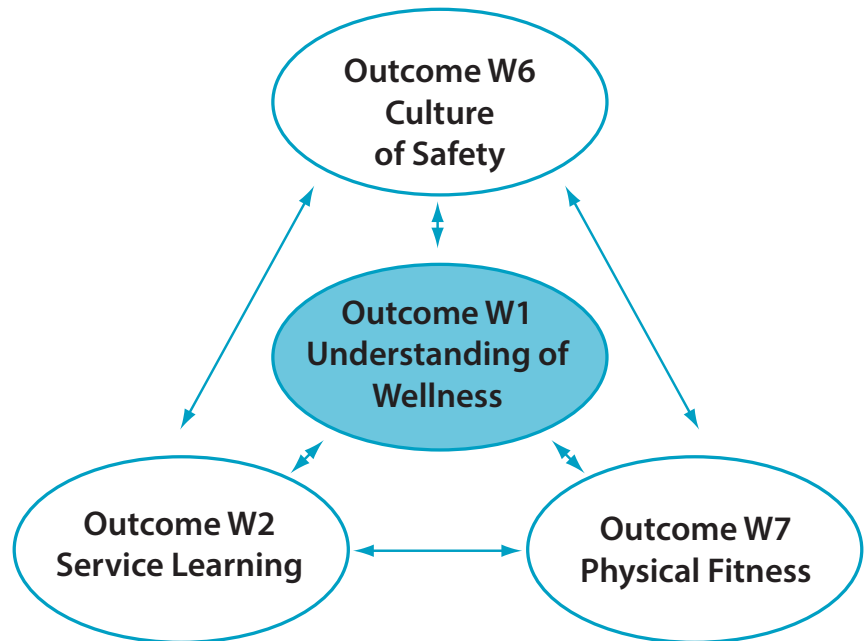


Figure 5. Sample Graphic Organizer for Integrating Outcomes

The graphic organizer, shown in Figure 5, provides a visual of a potential integration of outcomes to be addressed over a period of time. At the centre of the graphic is the “entry” outcome which becomes the main focus of instruction for the time frame. The entry outcome influences the planning for all lessons throughout the time frame. The surrounding outcomes are all interconnected with the “entry” outcome and one or more of them would be incorporated into the learnings of each lesson throughout the time frame. This example could guide the initial planning. (Note: For balanced attention to the outcomes and balanced planning, the “entry” outcome would change regularly during the semester. See Table 3.)

Overview of Wellness 10

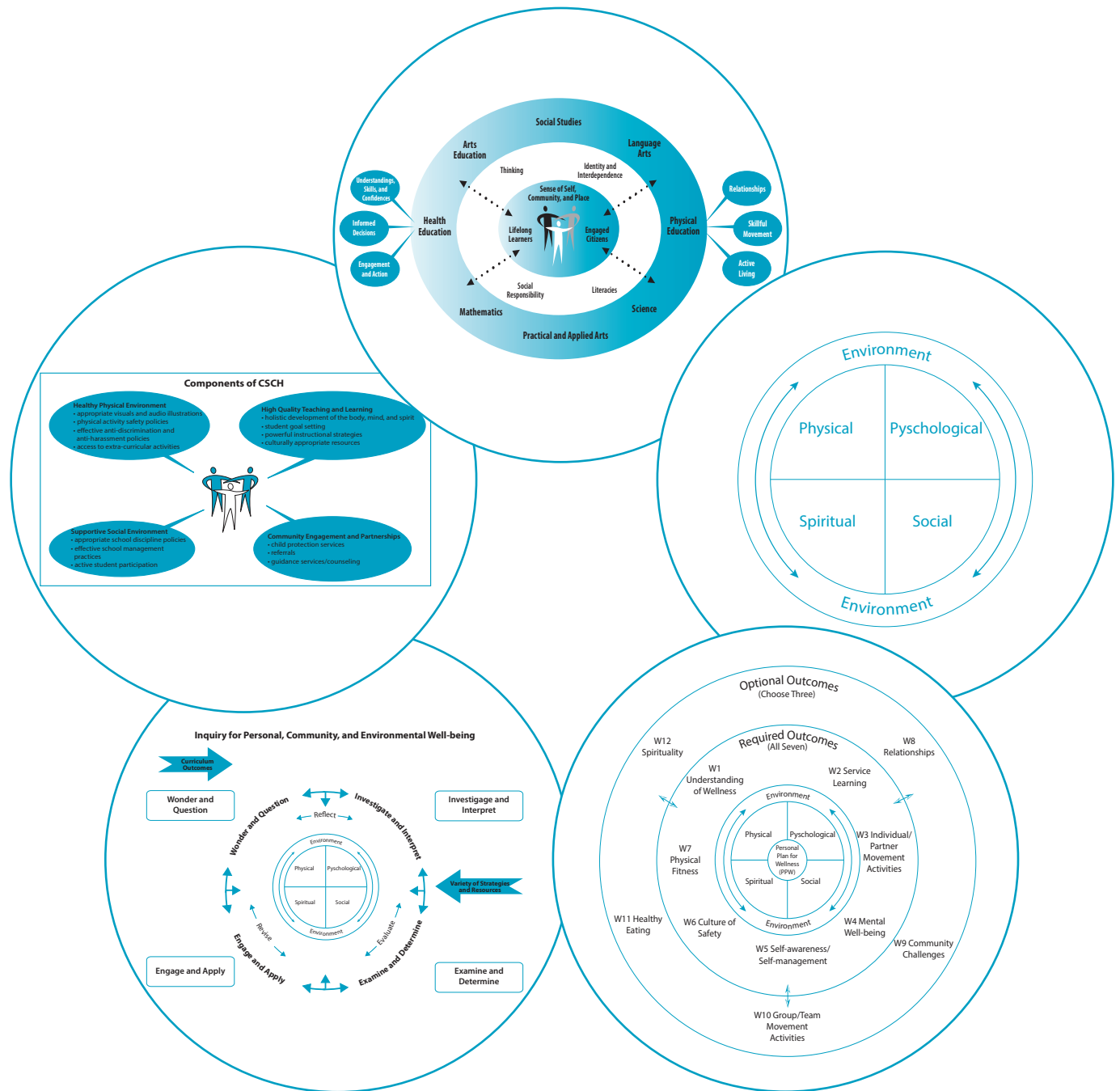


Figure 6. Overview of Wellness 10

Daily Planning

The prerequisite of a meaningful learning experience is a well-planned lesson. All lesson planning should begin with an analysis of the outcome(s) and indicators to determine what it is students should know, understand, and be able to do. The indicators related to each outcome guide the plan for learning and demonstrate the types of knowledge required (i.e., factual, conceptual, procedural, metacognitive, or a combination) to achieve each outcome. The teacher should consider the types of evidence that would demonstrate students have achieved the outcome and how student progression towards achieving the outcomes will be assessed. In creating daily lesson plans, the teacher should always consider “How can I plan to engage students in authentic physically active learning experiences that address the understandings and skills associated with more than one outcome?” This will support students in developing a deeper understanding of the individual outcomes and, more importantly, deeper understandings of the connected learnings associated with being health literate and physically literate.

Adjustments to learning opportunities and assessment strategies may need to be made to accommodate individual abilities and to support all students in achieving the outcomes. When working with individual students, the teacher should personalize instruction and give equal feedback regardless of gender, skill levels, and special needs. As well, all students should be involved in developing deeper understandings and receiving meaningful feedback, both positive and corrective, that advances learning.

A sample planning checklist (Table 2) is provided to support teachers in their initial planning.

Sample Planning Checklist

	Have I read student cumulative folders to make sure I am aware of necessary adaptations and PPP goals?
	Have I identified how I will assess the depth and breadth of the outcome?
	Have I planned for student involvement in developing assessment criteria and/or assessment forms?
	Have I planned for student involvement in determining individual weighting of particular assessment items?
	Have I established how I will explain the weighting and emphasis for assessment and evaluation?
	Have I identified how students will demonstrate their confidence, ability, and application in their daily lives?
	Have I planned learning experiences that will help each student attain the Wellness 10 outcomes?
	Have I planned for an integration of the learnings from a number of outcomes?
	Have I planned for students to focus on particular wellness experiences identified from an analysis of their personal wellness inventories?
	Have I planned for active learning in authentic contexts?
	Have I planned appropriate learning experiences that will interest students and establish connections among students' existing knowledge, skills, and new learnings?
	Have I planned to support students in managing their own safety?
	Have I planned for students to be able to pursue the "big ideas" in a variety of situations?
	Have I planned for student choice in their movement activity experiences, ensuring that a variety of options are available and inclusive?
	Have I contacted community partners to clarify options for alternate learning environments (e.g., community rink) and for potential service learning opportunities?
	Have I planned for a variety of instructional methods in order to meet the needs of all my students?
	Have I used a variety of print and non-print resources (including audiovisual, electronic, and human)?
	Have I planned for a class environment that is comfortable for all of my students regardless of their gender, sexual orientation, race, culture, physical or intellectual abilities, age, or other factors?
	Have I provided sufficient variety and/or choice in learning experiences and assessment activities so that all students have the opportunity to balance personal wellness and to demonstrate their learning?
	Have I provided opportunities for students to establish a Personal Plan for Wellness, as well as continuing opportunities to evaluate and revise their plans?
	Have I used formative assessments to enhance student learning?
	Have I ensured that I utilize modified equipment needed for students with special needs?

Table 2. Sample Planning Checklist

Sample Outcome Focus to Guide Planning

Focused attention to the outcome / Underlying attention to the outcome 					
Wellness 10 Outcomes	Aug/Sept 24 Hours	Oct 21 Hours	Nov 21 Hours	Dec 16 Hours	Jan 18 Hours
Required Outcomes					
W1 Understanding of Wellness	—————→	—————→
W2 Service Learning	—————→
W3 Individual/Partner Movement Activities		—————→		—————→	—————→
W4 Mental Well-being		—————→	—————→	
W5 Self-awareness/ Self-management		—————→
W6 Culture of Safety	—————→
W7 Physical Fitness	—————→
Optional Outcomes (Choose Three)					
Optional Outcome (W8 Relationships)		—————→			
Optional Outcome (W10 Group/Team Movement Activities)			—————→	—————→	
Optional Outcome (W12 Spirituality)		—————→	—————→	
Optional Outcome (W9 Community Challenges)					
Optional Outcome (W11 Healthy Eating)					

Table 3. Sample Outcome Focus To Guide Planning

Outcomes and Indicators

Outcomes

W1 Evaluate one's understanding of wellness while participating in various learning opportunities that balance the dimensions of wellness (*i.e., physical, psychological, social, spiritual, environmental*).

Indicators

- a. Participate in a variety of learning experiences that positively influence and balance one's well-being (*e.g., exercising, smudging, recycling, gardening*).
- b. Reflect on personal beliefs (*e.g., being healthy takes work*) while addressing common misconceptions about wellness (*e.g., if one is not sick, then one must be well*).
- c. Employ appropriate and increasingly sophisticated strategies (including technology) to gather, interpret, and evaluate wellness information (*e.g., interview community wellness experts, evaluate source of information, reflect on personal biases, discuss alternative perspectives*).
- d. Compare traditional (*e.g., medicine wheel*), contemporary (*e.g., networked teams of health providers*), and evolving information (*e.g., technological advances, ongoing research*) about wellness.
- e. Analyze and communicate the dimensions of wellness in terms of their interconnectedness (*i.e., connections*), interdependence (*i.e., mutual benefits*), and interactions (*i.e., effects of one on another*).
- f. Examine the consequences of neglecting or over-emphasizing any of the dimensions of wellness.
- g. Investigate the multitude of factors that exert influences on life balance (*e.g., relationships, gender, culture, stress, sense of belonging, leisure, traditions, socio-economic factors, physical and mental fitness, technology use*).
- h. Critique community and societal norms (*e.g., expectations regarding gender roles, norms regarding alcohol consumption*) that influence the well-being of self, family, and community.
- i. Assess one's motivations (*e.g., appearance*) and limitations (*e.g., time management*) that improve and/or impede one's personal wellness.
- j. Analyze individual and civic responsibility in nurturing well-being and examine the social factors (including expectations of self and others) that influence personal wellness.
- k. Examine available supports (both formal and informal) for attaining and maintaining optimal wellness and establish strategies to effectively access these supports.
- l. Analyze one's current level of wellness (*e.g., wellness inventory*).
- m. Initiate an ongoing multi-dimensional (*i.e., physical, psychological, social, spiritual, environmental*) Personal Plan for Wellness based on a comprehensive analysis of personal well-being.

Outcomes

W2 Assess, through participation in service learning opportunities and other means (e.g., interviews, discussions, observations), how service learning enhances the well-being of the volunteer and to the individual or organization/community.

Indicators

- a. Reflect on and discuss what is known about service learning (e.g., *what volunteers do, where volunteering occurs, why people volunteer/ do not volunteer*).
- b. Investigate historical, contemporary, and evolving needs and opportunities (e.g., *time, situations, programs, technology, and/or environments*) in the community which might benefit from acts of service.
- c. Determine a variety of community service opportunities that would benefit the well-being of one's community (e.g., *meals on wheels, senior centres, canvasser, walking school bus, Special Olympics, coaching/officiating minor sports, Save the Planet, ditch picks, helping seniors who are housebound*).
- d. Investigate the impact of volunteering on the overall well-being of self and community (e.g., *motivation and sense of accomplishment, sense of belonging, enhanced personal skills, career opportunities, advocacy, cleaner natural environment*).
- e. Analyze the contributions that young adults can make through service to their community.
- f. Assess personal skills and aptitudes to find the most effective community service opportunities for self.
- g. Set personal goals, that are documented in one's Personal Plan for Wellness, of what one wants to accomplish from service learning.
- h. Evaluate, revise, and continue to implement Personal Plan for Wellness to be actively engaged in at least 12 hours of participation in service learning in the community (i.e., *local community, global community*).
- i. Document, monitor, and communicate, using a variety of technologies (e.g., *photos, video*), one's involvement in, and understanding of, service learning.

Outcomes

W3 Plan for and engage in movement activity to increase confidence, competence, and sustainability in self-selected individual and/or partner movement activities from each of the following categories:

- **Body Management**
Activities (e.g., dance, yoga, pilates, martial arts, aerobics)
- **Alternate Environment**
Activities (e.g., cycling, snowshoeing, cross-country skiing, swimming, hiking, skating, canoeing, trapping, weight lifting/going to a fitness centre)
- **Target games (e.g., bowling, golf, archery, bocce ball)**
- **Net/Wall games (e.g., tennis, table tennis, racquetball, squash)**

Reminder:

Health-related fitness includes cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition.

Skill-related fitness includes power, agility, speed, reaction time, balance, and coordination.

Indicators

- a. Reflect on and make conclusions about one's own personal preference for participation in movement activities as based on the dimensions of wellness (*i.e., physical, psychological, social, spiritual, environmental*).
- b. Assess own level of confidence and competence in participating, in each of the four basic physical environments (*i.e., on the ground, in the water, on snow and ice, in the air*).
- c. Evaluate perceived and actual personal levels of confidence and competence when utilizing the required complex skills needed to participate in self-selected movement activities.
- d. Analyze the impact that current personal strengths and weaknesses in health-related fitness have on personal performance of complex skills used in self-selected movement activities (*e.g., I have good upper body strength so I am successful at swimming lengths in the pool*).
- e. Analyze a complex skill required in each self-selected movement activity to determine which Basic Movement Patterns/Skills require practice for enhancing sustainable performance of the skills.
- f. Assess personal understanding of tactics (*e.g., response to a specific moment in time such as what to do in the case of unexpected fatigue during long-distance running*) and strategies (*e.g., predetermined plan such as choosing a golf course based on your ability*) in self-selected movement activities.
- g. Apply relevant biomechanical principles (*e.g., laws of motion, friction*) to enhance complex skills required for competent participation in self-selected movement activities.
- h. Analyze influences (*e.g., fluid intake, commitment to practice, available technology, audience, nutrition*) that affect optimal personal performance during participation in movement activities.
- i. Locate, evaluate, and use resources (*e.g., websites, people in the community, agencies in the province*) to help support and build one's understanding of effective skill performance, tactics, and strategies to be used in individual/partner movement activities.
- j. Analyze personal utilization of movement skills, tactics, and strategies utilizing technology (*e.g., video motion analysis of self and others, pedometers, technological applications*) and other means (*e.g., checklists, rubrics*).
- k. Analyze transferable skills, tactics, and strategies to be used in the performance of various other self-selected individual and/or partner movement activities.
- l. Utilize visualization and other mental preparation strategies to enhance performance in self-selected movement activities.

-
- m. Critique, after participation in self-selected movement activities, decisions made regarding the utilization of skills, tactics, and strategies.
 - n. Evaluate, revise, and continue to implement a Personal Plan for Wellness to increase competency in complex skills and enhance participation in individual and/or partner movement activities that support sustainable wellness.

Outcomes

W4 Assess the impact of mental health on overall well-being of self, family, and community.

Indicators

- a. Reflect on and discuss personal and community beliefs and biases about mental health.
- b. Examine common misconceptions and negative stigmas/ connotations related to both the area of and the language of mental illness (*e.g., misconception that an individual with a mental illness has a weak character or is inevitably dangerous*).
- c. Consider ways to reduce stigma, address discrimination, and eliminate structural barriers related to mental illness.
- d. Describe, with information from a variety of mental health experts, the factors that contribute to positive mental health (*e.g., involvement in extracurricular activities, belonging to a team/group*).
- e. Discuss prior understandings of how thoughts, actions, and behaviours are all connected to brain function.
- f. Recognize that there is no single cause of any mental health problem or illness and no one is immune regardless of where they live, how young or old they are, or their social standing.
- g. Examine evolving theories about the complex causes of mental illnesses (*i.e., social, economic, psychological, biological, and genetic factors*).
- h. Assess the influence of mental well-being on each of the dimensions of wellness (*i.e., psychological, physical, social and environmental*).
- i. Investigate various personal, environmental, biological, and social influences (*e.g., sports competitions, use of cannabis, support networks*) on mental health and determine one's relationship to these influences.
- j. Determine why particular mental illnesses (*e.g., anxiety disorders, depression, bipolar mood disorder, eating disorders, schizophrenia*) are common in adolescence.
- k. Investigate the relationships between personal mental health and personal wellness (*e.g., feeling well, functioning well and being resilient, making positive changes, being physically fit*).

-
- l. Examine the relationships among defense mechanisms, feelings, behaviours, and mental health (*i.e., ways we protect ourselves from things we do not want to think about or deal with*).
 - m. Examine the interconnectedness and interdependence of mental health and a variety of activities (*e.g., leisure activities, competitive sports, physical activities, helping someone or some cause*).
 - n. Analyze mental fitness factors (*e.g., placing things in perspective, using stress management strategies, cultivating and maintaining a strong sense of humour*) as they relate to personal well-being.
 - o. Evaluate, revise, and continue to implement a Personal Plan for Wellness based on new understandings about mental health.

Outcomes

W5 Assess one's self-awareness (*i.e., one's ability to perceive own emotions and tendencies*) **and self-management** (*i.e., ability to stay flexible and positively direct personal behaviour*) **for the purpose of enhancing well-being of self and others.**

Indicators

- a. Discuss personal standards, interests, abilities, and privileges, and how these influence one's well-being.
- b. Complete a variety of personal inventories to analyze learnings about self.
- c. Assess one's emotional intelligence (*i.e., the ability to perceive, control, and evaluate emotions*) using a variety of measurement tools.
- d. Analyze how overall well-being is affected by biases and stereotyping (*e.g., gender, physical abilities, culture, body composition*).
- e. Analyze own ability to manage physical fitness for a lifetime versus relying on others (*e.g., a coach and a team*).
- f. Reflect on one's ability to recognize and manage emotions in self and in personal relationships.
- g. Examine emotional and behavioural patterns of self and others and determine related impact on optimal wellness.
- h. Practise and reflect on variety of self-awareness strategies (*e.g., treat feelings as good or bad, identify triggers, seek feedback, keep a journal of emotions, observe others' reactions to your emotions*).
- i. Reflect on and explain the 'what' and 'why' of one's own preference (*e.g., alone, with a partner, in a group, on a team, competitive, recreational*) for engagement in particular movement activity.
- j. Examine internal (*e.g., thinking patterns*) and external (*e.g., triggers*) influences on one's emotional intelligence.
- k. Analyze and practise effective identification and communication of feelings.

-
- l. Justify one's overall placement on the listening continuum (*i.e., ignoring, pretending, selecting, attending, empathizing*) and recognize opportunities for improvement.
 - m. Determine the benefits of proactive decision making in managing personal well-being.
 - n. Analyze one's preferred decision-making style in terms of its impact on well-being of self and others.
 - o. Evaluate, revise, and continue to implement a Personal Plan for Wellness based on new understandings about self.

Outcomes

W6 Model and promote a local culture/norm of safety and injury prevention (*i.e., physical safety, social safety, psychological safety, spiritual safety, environmental safety*) **to optimize well-being of self, family, community, and the environment.**

Indicators

- a. Evaluate the norm/culture of safety in one's peer groups, family, and community.
- b. Investigate (*e.g., communicate with safety experts in the community*) factors that influence safety norms.
- c. Ask and investigate compelling questions about the local culture of safety (*e.g., What can be the long-term impact of continuing to be physically active while injured? Are all injuries predictable and preventable? Are there occasions when an injured player should still be 'in the game'? How do you know if a risk is worth the potential consequences? What are personal responsibilities regarding safety in each dimension?*).
- d. Examine how the local culture of safety (*i.e., physical safety, social safety, psychological safety, spiritual safety, environmental safety*) has been established and nurtured while reflecting on its related impact on community and environmental well-being.
- e. Evaluate risks and safety factors (*i.e., physical safety, social safety, psychological safety, spiritual safety, environmental safety*) that may affect activity choices (*e.g., What are some physical activity options that are safe to participate in when one has a broken leg?*) and preferences.
- f. Investigate common safety risks (*e.g., driving a motorized vehicle, participating in high-contact sports*) for youth in local community and determine injury prevention opportunities.
- g. Analyze common unintentional injuries (*e.g., head injury from high jumping, death due to motor vehicle accidents, injury to hand while using a power tool*) for youth in local community and discuss related impact on the overall well-being of self and others.

- h. Demonstrate respect, responsibility, and caring for own wellness by applying understandings related to the identification, prevention (*e.g., investigate facts, prepare basic first-aid kit, take time outs*), and management of common safety risks (*e.g., wearing personal protective equipment, following recommended guidelines and instruction for use of equipment*).
- i. Analyze moral and ethical conduct in movement activities and sport (*e.g., cheating, intentional fouls, performance-enhancing drugs*) and their impact on the safety and well-being of self and others.
- j. Evaluate, revise, and continue to implement Personal Plan for Wellness to address the local culture/norm of safety and injury prevention to enhance personal and/or community well-being.

Outcomes

W7 Promote sustainable well-being by planning for and engaging in movement activities, alone and with others, that enhance the health-related (*i.e., cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition*) and skill-related (*i.e., power, agility, speed, reaction time, balance, and co-ordination*) components of fitness.

Indicators

- a. Engage in, document, and analyze fitness benefits and sustainability potential of participation in 30 minutes of daily moderate to vigorous physical activity outside of class time over a four-week period.
- b. Investigate opportunities (*e.g. walking/running groups, recreation centres, green spaces, on-line opportunities*) for engagement in movement activities for sustainable well-being at school, at home, and in the community.
- c. Examine how technology (*e.g., heart rate monitor, pedometer, fitness software, technological applications*) may enhance and support one's health-related and skill-related components of fitness.
- d. Create and justify the importance of the health-related and skill-related components of fitness (*e.g., Is balance more important than muscular strength?*).
- e. Create and participate in a two-week cost-free FITT (*i.e., Frequency, Intensity, Type of Activity, Time*) plan that enhances all of the components of both health-related and skill-related fitness.
- f. Investigate and evaluate, through participation in, a student selected pre-made fitness work-out.
- g. Analyze the potential for preferred movement activities and achieved engagement level in those activities that may promote sustainable well-being and lifelong involvement.
- h. Explain the direct correlation between committed engagement in cardiovascular endurance activities and calorie-burning potential.
- i. Create and engage others in a fitness workout using items (*e.g., towels, books, cans, rocks*) and chores (*e.g., sweeping, vacuuming, shoveling*) and responsibilities (*e.g., babysitting, walking pets*) commonly found in and around the home and/community.

-
- j. Examine factors (*e.g., determinants of health, body composition, mental wellness, social wellness*) that have an impact on one's commitment to achieving and maintaining recommended standards for health-related and skill-related components of fitness.
 - k. Evaluate fitness and activity guidelines and/or standards set by different agencies, organizations, or governments (including other countries) to determine suitability for self and community (*e.g., Public Health Agency of Canada, ParticipACTION, Saskatchewan in motion, US Department of Health and Human Services, World Health Organization*).
 - l. Discuss why scientifically-based measures (*e.g., skin-fold tests, BMI*) used to determine body composition are not always accurate, effective, or complete indicators of physical fitness and level of well-being.
 - m. Examine the pressure and social implications placed on gender related to body composition and participation in movement activities.
 - n. Utilize the FITT (*i.e., Frequency, Intensity, Type of activity, Time*) principle and principles of training (*i.e., overload, progressive resistance, specificity, use/disuse*) in a plan for health-related and skill-related fitness.
 - o. Evaluate, revise, and continue to implement a Personal Plan for Wellness to include setting and achieving personal goals for health-related and skill-related fitness.

Optional Outcomes - Choose a Minimum of Three (see page 21 - Wellness 10 Planning)

Outcomes

W8 Assess how relationships (e.g., with self, peers, family, teachers, teammates, opponents, coaches, employers) influence all dimensions of wellness.

Confrontation Model: Select a specific example that illustrates the behaviour/situation you want to change, describe your emotions re: behaviour/issue, clarify why this is important- what is at stake to gain/lose, identify your contribution to this problem, indicate your wish to resolve the issue, invite other(s) to respond.

(Scott, 2002)

Indicators

- a. Recognize that relationships are dynamic (*i.e., variable*) and change over time.
- b. Ask and respond to important questions about relationships, such as: *What matters most in relationships? Why is it important to step in or speak out in someone's defense? When is it important to keep silent? How do we maintain optimal wellness through our relationships with others? What is most effective for managing/nurturing/embracing change in relationships?*
- c. Analyze how relationships are developed and enhanced through an awareness of self, others, and by one's overall well-being.
- d. Discuss and examine common challenges in relationships.
- e. Determine own challenges in personal relationships.
- f. Investigate ways in which relationships are initiated, maintained, and terminated and the related consequences to overall well-being.
- g. Analyze negative interactions that may result during competitive participation in movement activities (*e.g., a parent/adult yelling at an official, a coach who does not give equal playing time*).
- h. Reflect on personal approaches to conflict and how these approaches enhance and/or impede wellness.
- i. Discuss skills and behaviours that are effective in nurturing relationships and those that escalate conflict.
- j. Evaluate and practise different ways to resolve a conflict including the "confrontation model".
- k. Examine the benefits (*e.g., staying connected to a friend who has moved, enhanced opportunity to engage in social justice or political issues*) and the harm (*e.g., online bullying, inadequate sleep, scams*) that may result from the use of social networking, online shopping, internet gambling, etc.
- l. Examine legal rights and responsibilities concerning relationships and how these rights and responsibilities are established to support overall well-being.
- m. Demonstrate and evaluate personal commitment to responsible social behaviour (Harrison, 2011) while participating in and analyzing movement activities.

-
- n. Reflect on and respond to relationship questions (*e.g., Why would someone establish a positive relationship with an opponent in the context of participation in a competitive movement activity? How do I safely end or get out of relationships that are unsafe? How do relationships impact/influence one's wellness?*).
 - o. Evaluate, revise, and continue to implement a Personal Plan for Wellness to demonstrate decision making that enhances relationships and overall well-being.

Outcomes

W9 Assess challenges related to community well-being and take action to address these challenges.

Indicators

- a. Reflect on past, present, and evolving wellness challenges (*e.g., physical inactivity, sexual health issues, bullying, drinking and driving, gambling, transportation, unemployment, suicide*) in the local community.
- b. Examine local community norms and practices that affect the well-being of self, family, community, and the environment.
- c. Develop and ask critical questions of particular local wellness challenges while respecting facts, knowledge, and social and cultural contexts.
- d. Critique various points of view concerning community wellness to better understand the influence of underlying values or assumptions.
- e. Discuss the complexities of wellness issues within one's community and investigate possible opportunities to address these issues.
- f. Access resources (*e.g., community, provincial, national*) and agencies (*e.g., Saskatchewan in motion, Public Health Agency of Canada*) to support and address community wellness challenges.
- g. Conclude that real-life challenges to well-being often have more than one solution.
- h. Describe personal challenges concerning community well-being.
- i. Investigate legislation (*i.e., local, provincial, and national*) that relates to particular community wellness issues.
- j. Determine the intent of legislation (see indicator i) and question if the intention is realized in the local community.
- k. Initiate, in a variety of ways, community awareness and opportunities to address wellness issues.
- l. Evaluate, revise, and continue to implement a Personal Plan for Wellness to address self-selected community wellness challenges.

Outcomes

W10 Analyze, explain, and apply understandings, skills, tactics, and strategies that enhance confidence and competence in participating in recreational group/team movement activities through participation in various class-selected games from the following categories:

- **Target games** (e.g., curling)
- **Net/Wall games** (e.g., volleyball)
- **Invasion/Territorial games** (e.g., basketball, soccer, touch football, ultimate frisbee, lacrosse, double ball, street hockey)
- **Striking/Fielding games** (e.g., softball, slo-pitch, cricket).

Indicators

- a. Co-construct and apply, as group/team, a list of criteria that exemplifies a recreational experience in a group/team movement activity and supports a positive experience for all participants.
- b. Assess the sustainable wellness potential, for self and others, of participating in particular recreational group/team movement activities.
- c. Reflect on and express personal thoughts on the potential positive and negative impacts of participation in recreational group/team movement activities on overall wellness.
- d. Assess and explain personal level of confidence and competence in utilizing the required complex skills needed to participate in various recreational group/team movement activities.
- e. Analyze group/team members' performance of complex skills, utilizing technology (e.g., video motion analysis of self and others, pedometers, technological applications) and other means (e.g., checklists, rubrics).
- f. Develop and participate in practice opportunities that support all group/team members in enhanced utilization of complex skills.
- g. Assess and explain/demonstrate personal understanding of tactics (e.g., what fake to use prior to shooting or passing) and strategies (e.g., using a zone or one-on-one defence) required for confident and competent participation in selected recreational group/team movement activities.
- h. Locate, evaluate, and use resources (e.g., websites, people in the community, agencies in the province) to help support and build one's understanding of effective tactics and strategies to be used in selected team/group movement activities.
- i. Support others in understanding and applying the tactics and strategies that enhance potential for positive participation in selected recreational group/team movement activities.
- j. Co-develop and apply, group/team tactics and strategies to be used within the context of non-competitive participation in recreational group/team movement activities.
- k. Analyze and discuss the transferable skills, tactics, and strategies to be used while participating in all selected recreational group/team movement activities.
- l. Evaluate, revise, and continue to implement a Personal Plan for Wellness to include participation in recreational group/team movement activities that support sustainable wellness.

Outcomes

W11 Make informed decisions regarding personal healthy eating practices based on connections to wellness.

Indicators

- a. Compare eating practices (*e.g., number of meals, snacking habits, time of day/night, fluid consumption, kinds of foods*) of the past to those of the present.
- b. Predict and justify what healthy eating might mean in the future.
- c. Explore some of the controversy that surrounds healthy eating practices and beliefs (*e.g., nutrition supplements, digestive cleansing, mega vitamins, carbohydrate loading, vegetarianism, organic foods*).
- d. Investigate what is known about healthy eating practices (*i.e., for children, teens, adults, athletes, pregnant mothers*) from a variety of evaluated sources.
- e. Examine the various nutrients (*e.g., protein, fibre, calcium, omega-3 fat, vitamins*) that should be considered for optimal well-being.
- f. Examine cultural eating practices and determine their cultural significance and contribution to optimal wellness.
- g. Examine what is known about sustainable eating practices (*e.g., growing your own food, supporting local, using leftovers*) and determine possible changes to personal eating practices.
- h. Discuss food security and its impact on one's ability to make decisions about food practices.
- i. Examine whether members of the community all have the same access to nutritious food, and determine how access influences wellness.
- j. Examine and evaluate several different food guides or healthy eating recommendations related to personal eating practices.
- k. Design a one-week plan for weight maintenance that balances physical output (*i.e., calories burned through metabolism and activity*) and food intake (*i.e., calories consumed through food and drink*).
- l. Predict the long-term impact, on overall wellness, of consuming more/less calories than one burns over a long period of time.
- m. Analyze nutritional factors (*e.g., hydration, pre-activity meal, sustainable eating habits*) that affect optimal performance for selected movement activities.
- n. Evaluate, revise, and continue to implement a Personal Plan for Wellness to incorporate healthy eating practices that enhance personal wellness.

Outcomes

W12 Investigate the connection to and importance of spirituality on wellness.

Indicators

- a. Investigate various meanings of the concepts of spirit, soul, spiritual dimension, and spiritual development.
- b. Examine diverse spiritual beliefs and traditions of individuals and cultures (including First Nations and Métis), past and present.
- c. Analyze the relationships of vision, joy, struggle, and perseverance with regard to spiritual beliefs and practices.
- d. Examine personal experience in relation to the larger questions of meaning (e.g., *Who am I? What is human nature? Why do innocent people suffer?*).
- e. Examine how people have explored the larger questions of human existence (e.g., *oral histories, literature, current events, celebrations, artwork*) and represented own perspectives.
- f. Investigate the value of silence, stillness, solitude, and an inward focus on one's overall wellness.
- g. Examine the role individual activities (e.g., *cooking, travelling, dancing, running*) may have in one's spirituality and wellness.
- h. Reflect on the concept of "sacred" (e.g., *family, body*) and its role in wellness.
- i. Determine how one is influenced by norms, trends, images, and values in various cultures, communities, and groups.
- j. Evaluate, revise, and continue to implement a Personal Plan for Wellness to purposefully enhance the spiritual dimension of one's wellness.

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

Assessment involves the systematic collection of information about student learning with respect to:

- achievement of provincial curricula outcomes
- effectiveness of teaching strategies employed
- student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning and monitoring of her/his own progress and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes

We recognize understanding through a flexible performance ... Understanding shows its face when people can think and act flexibly around what they know. In contrast, when a learner cannot go beyond rote and routine thought and action, this signals lack of understanding.

(Wiggins & McTighe, 2005, p. 146)

-
- occurs at the end of a learning cycle using a variety of tools
 - provides the foundation for discussions on placement or promotion.

The assessment and evaluation strategies used in Wellness 10 must support teachers in designing instruction that will best help students achieve the learning outcomes for the grade. The students also grow as responsible, self-confident, health and physically literate individuals who seek out opportunities to support their own well-being and the well-being of others. Assessment and evaluation strategies must measure student learning and progress, provide students with feedback to apply their new learnings, guide the planning and instructional practices of teachers, and provide a valid means to document and communicate student learning related to curriculum outcomes.

Evaluation is based on the outcomes – what a student knows, understands, and is able to do by the end of the course. Students should be aware of the outcomes and the criteria used to measure progress in achieving the outcomes. The determination of a summative value for Wellness 10, when required for reporting purposes, should be a progressive process, building as students demonstrate their learnings.

Wellness 10 Sample Rating Scale - Integrated Outcomes

Student Name: _____

Date: _____

Outcome W3 (Individual/Partner Activity) Outcome W6 (Culture of Safety)	Consistently	Frequently	Occasionally	Rarely
Intently analyzes all factors (e.g., components of fitness, biomechanical principles, fundamental movement skills) that influence confidence and competence in the performance of complex skills.				
Applies understandings of how to confidently and competently influence complex skills within the context of participation in movement activities.				
Assesses personal understanding and application of tactics and strategies to be used in self-selected individual/partner movement activities.				
Evaluates and uses resources to help build skillfulness and to support sustainable wellness through participation in individual and partner movement activities.				
Evaluates risks and safety factors associated with participation in self-selected movement activities.				
Demonstrates respect, responsibility, and caring for wellness of self and partner while participating in student-selected movement activities.				
Analyzes moral and ethical conduct in movement activities and its impact of the safety and well-being of self and others.				

Table 4. Assessment Rating Scale for Wellness 10

Preparing and Conducting an Interview for Service Learning in Wellness 10

Student Name: _____

Interviewee Name(s): _____

Date: _____

Criteria	Date of Completion	Notes
Did you prepare a list of questions in advance? Give an example of two questions you asked.		
Who reviewed your questions prior to the interview?		
Did you make revisions (if required) to your questions? Describe one change/addition.		
When did you contact the interviewee?		
What key message(s) did you include in your discussion about the purpose of the interview?		
What did you tell your contact person about how and/or when the interview information will be used?		
What interview techniques did you use?		
Do you have a summation of your findings? What is one key understanding you have as a result of the interview?		
Did you prepare a communication piece to share with others (and the teacher) based on what you learned from the interview?		
Did you follow up with a written thank-you email/letter?		
When is your first appointment/volunteer opportunity?		
Other:		

Table 5. Preparing and Conducting an Interview for Service Learning in Wellness 10

Sample Rubric for Designing a Personal Plan for Wellness (PPW)

Elements of PPW	Excellent	Proficient	Adequate	Limited	No Evidence
WHAT	PPW includes a goal statement that is specific, assessable, and attainable. The student has clearly illustrated the connection to all dimensions of wellness and to personal assessment of wellness. A thorough statement of purpose is included.	PPW identifies a goal statement that is attainable but may be challenging to assess. A statement of purpose that is connected to assessment of personal wellness is included.	PPW includes a goal statement that is likely attainable. Assessment of personal wellness is included and a statement of purpose is identified.	PPW includes a goal statement that is vague and likely unattainable. Assessment of the goal statement will most likely be incomplete.	No evidence available.
WHEN/WHERE	A detailed and realistic timeline is identified. Start, end, check-in, and evaluation dates are highlighted. Possible reasons for changes to timeline are clarified. PPW includes specific indication of exactly where each step is to be carried out. Appropriate locations have been chosen and alternative locations are identified.	PPW includes a clear timeline that highlights specific dates and times for most steps. Included are details about where most steps are to be carried out. Locations are included but no alternatives are identified.	PPW includes a limited timeline. Dates and times are included for certain steps. Details are provided about where particular steps will take place. Locations are not necessarily the ideal choices.	PPW includes a start date, suggested end date, and names where the action will take place.	No evidence available.
SUPPORTS	PPW includes an adult support person and other supports. Included is a clear indication of the kinds of support to be provided. Others involved in or affected by the PPW and how they will be involved/affected are identified.	PPW includes two or more supports and provides an explanation as to the kind of support(s) requested and to be provided.	PPW identifies two supports. Included is limited information about the type of support to be provided.	PPW identifies one support. No information is provided regarding the type of supports.	No evidence available.

Elements of PPW	Excellent	Proficient	Adequate	Limited	No Evidence
HOW/WHY	<p>PPW includes a detailed outline of what is to be done. The specific step-by-step process provides a clear picture of the conditions required to achieve the goal. Analysis of potential challenges and alternatives are included.</p> <p>PPW includes a clear description as to why the chosen action is the “best” action for optimal wellness. PPW includes justification of what is to be done and how it will be done.</p>	<p>PPW includes an outline of what is to be done with some specifics as to how the goal will be achieved. Some challenges have been considered and a few alternatives are provided.</p> <p>PPW includes details about why particular steps are in place. Consideration of why the action has been chosen is included.</p>	<p>PPW includes limited details about what is to be done. At least one challenge and alternative are considered.</p> <p>PPW includes limited details about why particular steps are in place. PPW includes a few details about why steps are in place. A brief justification for the action is included.</p>	<p>PPW includes a vague description of what is to be done and an unclear explanation as to why this action is chosen.</p>	No evidence available.
INTEGRATION of DIMENSIONS	<p>Dimension of focus is analyzed, and included are insightful connections to overall well-being. Authentic predictions of impact on personal and/or community wellness are provided.</p>	<p>PPW describes the dimension of focus and includes consideration of connections to overall well-being. A prediction for personal wellness is provided.</p>	<p>PPW includes the dimension of focus and identifies some details regarding relationships with other dimensions. Predictions for wellness are brief.</p>	<p>Dimension of wellness is identified but no attempt is made to describe relationships with other dimensions. No prediction for personal wellness is provided.</p>	No evidence available.
OTHER					

Table 6. Sample Rubric for Designing a Personal Plan for Wellness (PPW)

Glossary

Basic Movement Patterns are larger organizers of how the body can move and include Locomotions (i.e., moving through space), non-locomotions (i.e., moving while remaining on one spot) such as Statics, Landings, and Rotations, and Manipulative skills such as Sending, Receiving, and Accompanying objects.

Basic Movement Skills are the foundation movements or basic movement and include skills in each of the three Movement Patterns. For a complete list of Basic Movement Skills, refer to one of the grade one to five Saskatchewan Physical Education Curricula.

Biomechanics is the mechanical concepts and principles applied to human movement such as force, friction, resistance, balance, and levers.

Complex Skills are those skills that require more coordination, control, or effort as they involve more than one interconnected or mutually related component.

Dimensions of Health are the physical, mental, emotional, environmental, and spiritual dimensions. These five dimensions are interconnected, interdependent, and constantly interacting with each other:

Environmental Dimension includes our cultural, natural, and constructed environments.

Emotional Dimension includes factors related to “feeling”.

Physical Dimension deals with the functional operation of the body.

Psychological Dimension includes factors related to “thinking”.

Spiritual Dimension refers to the values, beliefs, and commitments at the core of one’s person.

Eurocentric is focusing on European culture/history to the exclusion of a wider world view.

FITT refers to the training principle acronym of *frequency, intensity, type of activity, and time*.

Health Literacy is the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make informed health decisions.

Identity is the individual characteristics and abilities by which a person is known.

Inquiry involves students in some type of “research” on a specific topic, problem, or issue for learning and action. Inquiry is a way of opening up spaces for students’ interests and involving them in as many different aspects of a topic, problem, or issue as students can find.

Metacognition is the ability to think about and reflect on one’s own thinking and learning processes.

Movement Activity is the all-inclusive descriptor that includes any form of physical movement including leisure activities such as gardening, energy expending activities such as speed walking, and skillful movements used in cooperative and competitive games and sports.

Movement Concepts are the commonalities that exist in the performance of a variety of movement skills and are transferable to support skillful movement (e.g., wider base of support and lower centre of gravity strengthen stability – serve reception body position in net/wall games, defensive stance in invasion/territorial games).

Movement Principles are the concepts related to the efficiency and effectiveness of movement. They can be applied in a variety of situations.

Movement Strategies are predetermined decisions related to the application of movement in cooperative and competitive experiences with others. Strategies are ideas regarding what to do and when to do it that can be applied in a variety of contexts (e.g., playing zone defence or one-on-one defence in invasion/territorial games,

playing front and back or side by side in badminton/tennis doubles).

Movement Tactics is the application of appropriate performance decisions that arise as a result of authentic experiences in the context of participation in a movement activity (e.g., when to pass, when to shoot, when to support, when to cover).

Movement Variables – are used to expand students’ awareness of what the body does (Body), where the body moves (Space), how the body performs the movement (Effort), and with whom and with what the body moves (Relationships).

Optimal well-being is a state of wellness that is balanced and ongoing, requiring a positive and holistic approach to living.

Privilege can include earned or unearned opportunities based on age, gender, culture, sexual orientation, ability, and/or language.

Processed foods are foods that have been changed from raw ingredients into other foods that usually have additives and often a long shelf life.

Sustainable Wellness is engaging in opportunities that have potential for long-term involvement and well-being.

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Feedback Form

The Ministry of Education welcomes your response to this curriculum and invites you to complete and return this feedback form.

Wellness 10 Curriculum

1. Please indicate your role in the learning community:

- parent teacher resource teacher
 guidance counsellor school administrator school board trustee
 teacher librarian school community council member
 other _____

What was your purpose for looking at or using this curriculum?

2. a) Please indicate which format(s) of the curriculum you used:

- print
 online

b) Please indicate which format(s) of the curriculum you prefer:

- print
 online

3. Please respond to each of the following statements by circling the applicable number.

The curriculum content is:	Strongly Agree	Agree	Disagree	Strongly Disagree
appropriate for its intended purpose	1	2	3	4
suitable for your use	1	2	3	4
clear and well organized	1	2	3	4
visually appealing	1	2	3	4
informative	1	2	3	4

4. Explain which aspects you found to be:

Most useful:

Least useful:

5. Additional comments:

6. Optional:

Name: _____

School: _____

Phone: _____ Fax: _____

Email: _____

Thank you for taking the time to provide this valuable feedback.

Please return the completed feedback form to:

Executive Director
Student Achievement and Supports Branch/
Réussite et soutien des élèves
Ministry of Education
2220 College Avenue
Regina SK S4P 4V9
Fax: 306-787-2223