

Grade 4-8 Best Foot Forward Curriculum Connections

Grade	Subject	Specific Expectations
4	<u>Science & Technology</u> Understanding Structures and mechanisms: Machines and their Mechanisms	D2.1 Identify machines that are used in daily life, and describe their purposes
4	<u>Health & Physical Education</u> Understanding: Active Living	<p>B1.3 Identify factors that motivate participation in physical activity every day at school, at home, or in their communities (e.g., enjoyment; availability and cost of programs; proximity and accessibility of facilities such as community centres, lakes, or nature trails; availability of bike racks; support of family and peer group; cultural relevance of activities)</p> <p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., cooperating with others, monitoring their own actions and maintaining control of their bodies and equipment, using equipment such as hula hoops and playground apparatus appropriately, ensuring all chairs are pushed in before beginning DPA in the classroom)</p> <p>B3.2 Describe common precautions for preventing accidents and injuries, including concussions, while participating in different types of physical activity (e.g., wearing goggles to protect the eyes when playing badminton, wearing a properly fitting helmet to protect the head, tucking in drawstrings to avoid catching them on equipment or other players, fastening all straps on a hockey sledge, staying clear of mud puddles on fields to avoid slipping)</p>
4	<u>Health & Physical Education</u>	D2.2 Apply a decision-making process (e.g., identify potential dangers and risks,

	Understanding: Healthy Living	consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food, going online)
5	<u>Health & Physical Education</u> Understanding: Active Living	B2.4 Develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ensuring that their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition) B3.2 Demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities (e.g., drinking fluids to avoid dehydration, before, during, and after vigorous activities; applying sunscreen and wearing a hat and sunglasses to protect the skin and eyes from sun damage; checking weather reports for the humidex, wind chill, air quality index, and UV index to determine what preparations may be needed to be safe and comfortable outdoors; bringing inhalers and epinephrine autoinjectors if needed;

		reading warning signs posted in recreational areas)
5	<u>Health & Physical Education</u> Understanding: Movement Competence: Skills, Concepts, and Strategies	C1.2 Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment (e.g., wheel their wheelchair around objects and at different speeds in a fitness circuit; create a developmental gymnastics sequence with a partner that uses a range of movements and shows changes in speed, level, and formation)
6	<u>Health & Physical Education</u> Understanding: Active Living	B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., demonstrating personal responsibility and compliance with the school board's concussion protocol; checking that equipment is in good working order; wearing an appropriate and properly fitting helmet when taking part in activities such as bike riding, playing on community sports teams, tobogganing, snowboarding, downhill skiing, or skateboarding; helping someone adjust the straps on their wheelchair)
7	<u>Health & Physical Education</u> Understanding: Active Living	B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., following appropriate procedures and guidelines, demonstrating social responsibility, checking that they have their puffers and/or epinephrine autoinjectors, checking for hazards such as pencils or other objects on the floor or potholes on the field before beginning activities, using mouth guards when necessary during recreational

		<p>activities in the community, avoiding pressuring a peer to participate in unsafe activities, being respectful of others who may be hesitant to try new skills) in a variety of physical activity settings (e.g., school, community recreational facilities, outdoor recreational venues)</p> <p>B3.2 Demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors (e.g., be aware of common hazards that could be encountered and take appropriate precautions; apply systems thinking to risk assessment by making connections between possible hazards and their outcomes; recognize unexpected hazards, assess the risk, and control the hazard by telling someone about it, removing it, or removing themselves from the danger)</p>
8	<p><u>Health & Physical Education</u> Understanding: Active Living</p>	<p>B3.1 Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., following appropriate procedures and guidelines; demonstrating social responsibility; encouraging others to act safely; wearing sunscreen, long sleeves, sunglasses, and a hat to limit UV exposure) in a variety of physical activity settings (e.g., school, community recreational facilities, outdoor recreational venues)</p>
8	<p><u>Health & Physical Education</u> Understanding: Healthy Living</p>	<p>D1.2 Identify situations that could lead to injury or death (e.g., concussions from contact sports or accidents; traumatic head, brain, or spinal cord injuries from falls or diving into unknown water; injuries in car accidents; mental, physical, emotional, or social harm resulting from mental health and/or addiction problems), and describe</p>

		<p>behaviours that can help to reduce risk (e.g., wearing protective gear, especially helmets; thinking before acting; avoiding conflicts that could lead to violence; avoiding diving into unknown water; being cautious when driving or riding ATVs, tractors, boats, or snowmobiles; following hunting and trapping protocols; being aware of food safety when cooking and preparing food; using self-acceptance, coping, and help-seeking skills)</p> <p>D2.2 Demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning without exploring potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations</p>
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