

Living Skills in the Health and Physical Education Curriculum

Living skills are skills that help students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living skills are an integral part of the health and physical education curriculum. They are an important aspect of students' development and achievement of many of the expectations in the Active Living, Movement Competence, and Healthy Living strands. Attention to the development and refinement of living skills in conjunction with learning related to all strands of the curriculum will help students make choices that protect their safety and health and enable them to become independent thinkers and responsible adults capable of developing strong relationships and committed to lifelong healthy, active living .

Personal Skills

- demonstrate understanding of the importance of resiliency and a positive sense of self to their ability to respond successfully to challenges and changes in health and physical education and other aspects of their lives, and of ways they can develop those traits (e.g., by using <<various adaptive, management, and coping skills>> when confronted with <<specific>> challenges; by using self-awareness and self-monitoring skills when <<...>>);
- use self-awareness and self-monitoring skills and adaptive, management, and coping skills as they participate in various physical activities, develop personal movement competence, and acquire knowledge and skills related to healthy living.

Interpersonal Skills

- use communication skills to send, receive and interpret information accurately and effectively as they participate in physical activities and healthy living discussions;
- apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, make connections and become effective team members.

Critical and Creative Thinking

- use a range of critical and creative thinking processes to assist them in planning and setting goals, analysing and solving problems, making decisions, resolving conflicts, and evaluating their choices in connection with learning in health and physical education.

(Excerpted form the 'introductory' material of the revised Secondary Health and Physical Education curriculum document)

<p>Understanding factors that contribute to resiliency and positive self-concept</p> <ul style="list-style-type: none"> ▪ Holistic health -- Being aware that good health in <i>all</i> areas -- physical, mental, intellectual, emotional, spiritual, environmental -- is important for overall health and wellness ▪ Self-concept -- Learning about themselves having a sense of belonging, understanding their own strengths and areas that need improvement ▪ Feelings and emotions -- Openly expressing feelings and emotions; reacting respectfully to those of others ▪ Ways of thinking -- Making connections, thinking positively, looking forward to the future, recognizing the need to work hard to accomplish things, feeling confident in oneself, feeling optimistic and hopeful, being realistic ▪ Attitudes towards learning -- Being eager to learn, having a sense of purpose when engaged in a learning task, being curious and motivated ▪ Temperament -- Being relaxed, good-natured, persistent, focused <p>Using skills to build resiliency and positive self-concept</p> <ul style="list-style-type: none"> ▪ Recognize stress and learn to identify its causes ▪ Apply self-awareness skills to identify their own abilities and areas that need improvement ▪ Apply self-monitoring skills to track their progress ▪ Take responsibility for their actions and for their learning ▪ Apply adaptive skills (e.g., problem-solving skills, stress-management skills, conflict-resolution skills) when confronting challenges and changes ▪ Apply coping skills (e.g., relaxation techniques, seeking help) when dealing with difficult situations or emotions ▪ Use time-management and organizational skills 	<p>Communication skills (verbal/non-verbal)</p> <ul style="list-style-type: none"> ▪ Receiving information - active listening; paraphrasing, clarifying, questioning, responding ▪ Interpreting information (reflecting on messages, analysing messages) ▪ Sending information - expressing responses, providing feedback; using persuasive skills, assertive skills, negotiating skills, refusal skills <p>Relationship and Social Skills</p> <ul style="list-style-type: none"> ▪ Respect for others and the environment ▪ Appreciation of differences ▪ Teamwork ▪ Fair play and healthy competition ▪ Cooperation ▪ Contributing and participating appropriately in a group ▪ Networking ▪ Leadership 	<p>Planning</p> <ul style="list-style-type: none"> • Generating information / ideas • Organizing information / ideas • Focusing and clarifying <p>Processing</p> <ul style="list-style-type: none"> • Analysing • Synthesizing • Evaluating <p>Presenting</p> <ul style="list-style-type: none"> • Presenting results / demonstrating performance • Arriving at a decision, goal, answer, solution • Sharing the strategy <p>Reflecting / Evaluating</p> <ul style="list-style-type: none"> • Reflecting on what could be done differently • Transferring learning to new situations • Planning next steps
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