

GRADE 3 - HEALTH & PE LONG RANGE PLANS

Month & Focus	OPHEA Activities	Healthy Living Expectations	Movement Competence	Active Living	Social-Emotional Learning Skills
September Establish Routines: <ul style="list-style-type: none"> • Enter/exit gym • Proper attire • Emergency procedures • Responding to signals • Personal space • Sportsmanship 	<p>Welcome to the Gym (from Grade 2 activities)</p> <p>Locomotor Games</p> <p>Small & Large Group Outdoor Games</p>	<p>Healthy Eating D1.1 Food Origins, Nutritional Value, and Environmental Impact - demonstrate an understanding of how the origins of food affect its nutritional value and how those factors and others (e.g., the way we consume and dispose of food) can affect the environment</p> <p>D2.1 Oral Health, Food Choices - demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health</p> <p>D3.1 Local and Cultural Foods, Eating Choices - explain how local foods and foods from various cultures (e.g., berries, curries, chapatis, lychees, kale, lentils, corn, naan, wild game, fish, tourtière) can be used to expand their range of healthy eating choices</p>	<p>C1.1 perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment</p> <p>C1.2 demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control</p> <p>C1.3 perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and traveling in different directions</p>	<p>Active Participation B1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p>	<p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others</p>
October Cooperative Games Locomotor Skills	Team-Building (from Grade 2) Exploring Locomotor Movements				
November	Introduction to Net/Wall Strategies	<p>Mental Health Literacy D1.6 Brain Stress Response System - explain how the brain responds</p>	<p>C1.4 send and receive objects of different shapes and sizes in different ways,</p>	<p>B3.1 demonstrate behaviours and apply procedures that maximize</p>	

Volleyball Badminton		<p>(i.e., the brain's stress response – fight, flight, freeze) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions</p> <p>D3.4 External Factors that Contribute to Stressful Feelings</p> <ul style="list-style-type: none"> - reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry and identify ways to help them manage these feelings 	<p>using different body parts, at different levels, and using various types of equipment</p> <p>C1. 5</p> <p>retain objects of different shapes and sizes in different ways, using different body parts and equipment</p>	<p>safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity</p>	
December Indoor Soccer Games	Introduction to Striking and Fielding	<p><u>Substance Use, Addictions, Related Behaviours</u></p> <p>D1.3 Impact of Use of Legal/Illegal Substances</p> <ul style="list-style-type: none"> - demonstrate an understanding of different types of legal and illegal substance use (e.g., dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and both the mental and physical impacts of problematic use of these substances on themselves and others (e.g., dependencies or addictions, relationship stresses, financial stresses, legal/health/environmental issues) 	<p>C2.2</p> <p>apply a variety of simple tactics to increase their chances of success during physical activities</p>	<p>B1. 3</p> <p>describe the physical and mental benefits of participating in physical activity every day</p>	
January Basketball	<p>Sending and Receiving in Open Spaces</p> <p>Creating Open Space for Offence</p>	<p>D2.3 Decision Making - Substance Use/Behaviours - apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors</p>			

		that should be considered			
February Fitness	Introduction to Fitness Jumping/Interval Training Yoga (from grade 2)	<u>Personal Safety and Injury Prevention</u> D1.2 Concussion Awareness - demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol D2.2 Safety Guidelines Outside of Class - apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online	C2.1 demonstrate an understanding that different physical activities have different components		
March Floor Hockey	Target Games Indoors				
April Track & Field Skipping	Balances Jumping and Landing Transferring Weight Jump Rope				
May Track & Field	Introduction to Track and Field	<u>Human Development and Sexual Health</u> D1.4 Healthy Relationships, Bullying, Consent - identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer			

		<p>pressure, abuse) and of communicating consent in their interactions with others</p> <p>D1.5 Physical and Social-Emotional Development</p> <p>-identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging , peer inf luence) that affect physical development (e.g., of hair, skin, teeth, body size and shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body Image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it c a n d o)</p>			
<p>June</p> <p>Soccer baseball</p> <p>Outdoor Free Time</p>	<p>Wall/Court Games 2</p> <p>Target Games in Open Spaces</p>				