

GRADE 8

***Note:** The teacher prompts and student responses contained in this curriculum are provided to illustrate the intended learning – the concepts that students should understand and the skills they are to acquire – in connection with the particular expectation. The student responses are **not** intended to illustrate the voice of students or speech patterns, syntax, or word choice typical of students in the different grades.*

LIVING SKILLS



Student learning related to the Living Skills expectations takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and should be assessed and evaluated within these contexts.

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

SPECIFIC EXPECTATIONS

1. Living Skills

By the end of Grade 8, students will:

Personal Skills (PS)*

- 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living**: explain how knowing themselves – their likes, dislikes, strengths, and abilities – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; **Movement Competence**: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; **Healthy Living**: describe the importance of self-awareness in developing stress-management strategies)
- 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living**: manage their improvement of different health-related components of fitness by monitoring the frequency of their physical activity, the intensity of their activity, the types of activities they choose, and the length of time they are being active; **Movement Competence**: experiment with shifting weight and changing body position to find ways to make smoother transitions when performing a series of balances with a partner; **Healthy Living**: identify the type of support that is available to help with the various physical, emotional, cultural, social, and psychological issues that can arise in connection with sexuality and sexual health)

* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 23–25 for a discussion of living skills.)

Interpersonal Skills (IS)*

- 1.3** communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** give examples of how to communicate information clearly and concisely in an emergency situation; **Movement Competence:** congratulate opponents on a good play in a sincere way; **Healthy Living:** make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating)
- 1.4** 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, and become effective team members (e.g., **Active Living:** cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; **Movement Competence:** work with a partner to try out different types of passes to evade opponents; **Healthy Living:** explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy)

Critical and Creative Thinking (CT)*

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., **Active Living:** track and analyse changes in their health-related components of fitness over a designated period of time, and make any necessary adjustments in their fitness plans; plan ways to promote the involvement of all the students in the school in “healthy schools” activities such as litterless lunch programs and active recess activities; **Movement Competence:** explain how developing movement competence and building confidence influence the extent to which people participate in physical activity; **Healthy Living:** analyse potentially dangerous situations and devise solutions for making them safer)

A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- A1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage participation in physical activity;
- A2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

A1. Active Participation

By the end of Grade 8, students will:

- A1.1** actively participate according to their capabilities in a wide variety of program activities (*e.g., individual, small-group, and large-group activities; movement and rhythmic activities; dance; outdoor pursuits*) [PS, IS]

Teacher prompt: “In the next ten minutes, you will have the opportunity to go to three different fitness stations. Think about what stations you will choose to visit.”

Student: “I am going to pick two stations that connect to my fitness goals and one for fun. I am going to go to the exercise band station because I need to work on my arm strength. I am going to go to the stability ball station because I am working on my core strength and balance. I’m going to pick skipping as my third station because my friend and I are having a contest to see who can skip rope the longest without stopping.”

- A1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active (*e.g., being able to adapt activities to suit individual needs and preferences; having a choice of activities and choices within activities; being comfortable with the activities, both socially and emotionally; being able to take part in activities in a natural environment; being able to take part in activities that are culturally relevant*), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments [PS]

Teacher prompt: “In class, we play in different groups to experience working with different people who have different skill levels. What kinds of groups do you find most comfortable to participate in?”

Student: “I’m comfortable playing with people who are at my skill level, but I also like playing with people who are better than I am, because it gives me a good challenge and I can learn from playing with them.”

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Teacher prompt: “Activities are more enjoyable when you can play at a level that is challenging but still not too difficult. How does this badminton activity do this?”

Student: “With this activity, you can choose to serve the shuttle from any of three lines. If you choose the distance that allows you to get the shuttle over the net most of the time and into one of the three areas marked on the floor with pylons, then you are choosing the distance that is not too easy and not too hard.”

- A1.3** demonstrate an understanding of factors that motivate personal participation in physical activities every day (e.g., *gaining health benefits, including release from stress; having interpersonal interactions; becoming more independent in daily living activities; experiencing personal enjoyment*), and explain how these factors can be used to influence others (e.g., *friends, family, members of the community*) to be physically active [CT]

Teacher prompt: “How can your participation in physical activity have an impact on others?”

Students: “By being active, you can be a good role model and influence others. At school I am a fitness buddy for a Grade 2 student. Our classes get together and we help the younger students participate in physical activities.” “Sometimes just by participating, you can motivate others to join you. Because I play water polo, my younger sister wants to try it.” “On the weekends when I go for a bike ride, my father often comes with me. He might not go out on his own if I were not going.”

A2. Physical Fitness

By the end of Grade 8, students will:

- A2.1 Daily physical activity (DPA):** participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., *capture the flag, four-corner soccer, ball fitness activities*) [PS]

- A2.2** recognize the difference between health-related components of personal fitness (i.e., cardio-respiratory endurance, muscular strength, muscular endurance, flexibility) and skill-related components (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use training principles to enhance both components [CT]

Teacher prompt: “How do you use training principles, such as considering the frequency and intensity of your workout and the timing and types of activities you choose, to improve your health-related fitness, particularly cardiorespiratory fitness? What do the Canadian Physical Activity Guidelines for Youth recommend?”

Student: “I need to decide what activities to do, and how often and how long I need to be active to get the fitness benefits I want. To improve my cardiorespiratory fitness, I need to choose activities that will raise my heart rate and make my heart and lungs work harder. Doing something like swimming for forty minutes three days a week, for example, would improve my cardiorespiratory fitness. The physical activity guide recommends that young people improve their fitness by increasing the time they currently spend on physical activity each day and reducing non-active time.”

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Teacher prompt: “Health-related components of fitness contribute to your overall health and well-being. Skill-related components of fitness help improve the quality of your movements during activity. Agility is a skill-related component of fitness. Explain what agility is. Why is it important?”

Student: “Agility is the ability to change directions and change smoothly and easily from one movement to another. It is helpful when playing sports like soccer or basketball but also when participating in recreational activities like in-line skating or skateboarding. Having good agility helps you move more smoothly and efficiently and makes the activity more fun.”

- A2.3** assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time (e.g., by tracking heart rates, recovery time, how they feel during and after activity, level of participation; noting increase in range of motion when doing yoga stretches; tracking increases in the number of repetitions when doing arm curls with exercise bands) [PS, CT]

Teacher prompt: “How has monitoring your work on different fitness components helped improve your fitness?”

Student: “Seeing improvements over time has given me encouragement to keep working and become even more fit. Tracking my progress on different components has also helped me focus on those that need more work, so my overall fitness has become better.”

- A2.4** develop, implement, and revise a personal plan to meet short- and long-term health-related fitness and physical activity goals [PS, CT]

Teacher prompt: “What have you chosen as your goal? When setting your goal and developing your plan to achieve it, consider your time frame as well as your assessment information. Is your goal short-term or long-term? How do you know that your goal is realistic? How will you know whether you’ve achieved your goal? What will help you achieve your goal? How will achieving this goal help you?”

Student: “I’m working at improving my long-distance running/wheeling to improve my overall fitness. I want to run/wheel the 1500-metre event at the track meet in the spring. I am also thinking of doing a 10K charity run/wheel. I think my goal is realistic. It is October, so this is a long-term goal – and I have time to train. And I did complete the 1500-metre event last year, although it was fairly challenging. Here is my plan to accomplish my goal: I plan to practise three times a week for the next ten weeks. And if I work with a partner, I think I will be more successful, because my partner can give me tips, suggestions, and encouragement. I can also talk with my partner about my plan and consider whether I need to change anything I am doing. I don’t have a goal to complete the race in any set time. Finishing the race will be my goal. I will definitely be more fit and I will be really proud of myself if I can do this.”

A3. Safety

By the end of Grade 8, students will:

- A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others (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) [PS, IS]

Teacher prompt: “Other than school facilities, what are some local indoor and outdoor recreational venues in our community that we can use for physical activities? What safety considerations do you need to think about, whether you are participating in physical activity at school or in the community?”

Student: “We have several parks, including a skateboard park, as well as fields, hiking and snow trails, bike paths, a rink, and a lake that is close by. Wherever we participate in physical activities, we need to be aware of ourselves and others in our surroundings. Different activities have specific safety considerations and rules that we need to think about and follow. We also need to use and wear the proper safety equipment for these activities. Using good judgement, thinking for yourself, following posted rules and signs, and thinking before you act are good general guidelines.”

- A3.2** demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity (*e.g., remain calm, know when more help is needed or when to call 9-1-1, know where to get more help, know how to recognize symptoms of asthma or anaphylaxis, move objects that may be a safety hazard away from the injured person, know what an automated external defibrillator (AED) is and be aware of where they are located in community facilities*) [PS, CT]

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- B1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

SPECIFIC EXPECTATIONS

B1. Movement Skills and Concepts

By the end of Grade 8, students will:

- B1.1** perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance (*e.g., display control while stepping and turning on and off steps during an aerobic routine; move smoothly between positions and twists during a Pilates activity; work with a partner to create a sequence that involves holding a partner's partial or whole weight when transferring from one balance to another*) [PS, IS]

Teacher prompt: "Create a series of tableaux that demonstrates the different phases of your favourite physical activity, such as the three phases involved in sprinting or in swinging a cricket bat, showing how you get ready, showing the action itself, and showing the follow-through. Be sure to show three distinct movements and a smooth transition from each movement to the next."
- B1.2** perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (*e.g., approach, take off, and land when doing a triple jump into a pit; strive to beat a time record in orienteering; choreograph a dance sequence in response to music; perform step aerobics at different tempos; change styles of cross-country skiing depending on snow and terrain conditions, using a skate technique on open, flat sections and a classic technique on narrower trails*) [PS]

Teacher prompt: "How might you modify the movements in your dance sequence as the music changes or as you develop new movement sequences using different types of music?"

Student: "With slower, more lyrical music, my movements would be slower and bigger. With fast music, I would use quicker and stronger steps in response to the fast tempo."
- B1.3** use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement* (*e.g., shift weight and use all joints for maximum force when throwing against the wind; put an appropriate spin on the ball when throwing*)

* See page 31 for background information and a description of movement principles.

a football or rolling a ball around an obstacle in front of a target; sprint to catch a pass that has been thrown short to an open space away from defenders; while moving to music, transfer a rhythmic gymnastics ball from one hand to the other, using the momentum of the movement to hold on to the ball; show awareness of others' positions when taking off and landing in a basketball layup; move body to retain an object in flag tag while evading defenders; keep the basketball on their lap while moving and evading a defender in wheelchair basketball) [PS, IS]

Teacher prompt: "How will you adjust for the wind when throwing an object?"

Student: "I will need to throw harder or softer, or adjust my aim, depending on the direction of the wind."

- B1.4** demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through) and apply this understanding to the refinement of movement skills in a variety of physical activities (e.g., assume a ready position, swing, and follow through in a badminton stroke; reach, pull, and recover when doing the back crawl) [PS]

Teacher prompt: "How does the preparation phase for sprinting differ from the preparation phase for cross-country running?"

Student: "With sprinting, you stay low to the ground and prepare to explode from the start. With cross-country running, you want to start in more of an upright position, and you start more slowly because you want to conserve energy and pace yourself all the way through the run."

B2. Movement Strategies

By the end of Grade 8, students will:

- B2.1** demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments [IS, CT]

Teacher prompt: "Working in your small group, consider what rule you could change in this activity to make it more or less challenging."

Student: "When playing ultimate disc, we could change the rules so that everyone has to throw with their non-dominant hand. That gives everyone good practice and also makes the play a little more equal because it makes it challenging for everyone."

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Teacher prompt: "Now change the activity again, considering how you might adapt the activity for a person in your group who has different needs; for example, you may adapt the activity for someone who doesn't understand the language or someone who may not understand the rules of the activity."

Student: "We might change the rules to make it a lot simpler – for example, we would not worry about the rules about the number of seconds you can hold the disc or the number of steps you are allowed to take with the disc. Once everyone seems to understand the game, we could add those rules back in. Or we might play the game with a person who needs help paired up with a more experienced player, or with everyone working in pairs, so people can help each other follow the game. In this variation, both players would handle the disc – for example, one catches it and the other throws it – before it goes on to another pair."

B2.2 demonstrate an understanding of how movement skills, concepts, and strategies are transferable across different physical activities within various categories* (e.g., *individual*, *target*, *net/wall*, *striking/fielding*, *territory*), and identify skills, concepts, and strategies that they found effective while participating in a variety of physical activities in different categories [CT]

Teacher prompt: “Think about activities you do at school and those you do on your own time. How can knowing how to do an activity well affect your performance in that activity and in other activities?”

Students: “At school, we did cross-country running. I also go running sometimes at home. Learning how to pace myself when I run has made it a lot easier for me to run in my neighbourhood.” “We worked on our stability and balance when we did fitness and developmental gymnastics at school. My balance has improved and that has helped me with trail riding when I am working on strategies for riding over logs and bumps. The better I get, the more confident I get and the more I am able to do. I can also use the skills, like balance, and the strategies, like ways of negotiating bumps and jumps, when I do other activities, like skateboarding.”

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Teacher prompt: “What are some common elements of a variety of individual activities, such as yoga, qigong, and track and field? What about common elements among team sports such as soccer, rugby, and softball?”

Student: “Activities like yoga and qigong involve core strength, balance, and flexibility. Paying attention to breathing is also really important. There is also a certain etiquette that you should follow in these activities – for example, you shouldn’t talk while doing the activity. You should focus on your own practice. In team activities like soccer, rugby, and softball, you use sending, receiving, and carrying skills. You need an understanding of the basic rules. You need to be aware of the boundaries and work together as a team.”

B2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities (e.g., **individual activities:** use conscious breathing to enhance movement during a fitness activity; toss balls or beanbags in an even pattern and keep eyes focused at the peak of the toss when learning to juggle with three objects; **target activities:** position balls or rocks in a place that makes it difficult for the opposing team to score in games such as bocce or curling; **net/wall activities:** choose the type of shot and consider the placement of the shot to gain an offensive advantage; **striking/fielding activities:** send the object away from the defenders to allow for more time to score before the fielders retrieve the object; **territory activities:** send a pass that places the object closer to the goal; keep their body between the object and the defender while moving; practise using a fast transition from offence to defence) [IS, CT]**

* See pages 32–34 for background information and a description of various categories of physical activities.

** The types of living skills associated with students’ application of tactical solutions differ with the students’ developmental stage. Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. At the different stages of development, however, students are able to focus on applying critical and creative thinking to a greater or lesser degree. In Grades 1–3, students are also occupied with developing personal skills; in Grades 4–6, most students are ready to focus on interpersonal skills as they apply tactical solutions; and in Grades 7 and 8, most are prepared to focus their energy on the thinking skills involved (e.g., *working as a team to choose tactics that will result in the greatest success, adjusting play in response to an opponent’s actions or conditions in the environment*).

Teacher prompt: “How do you use a breathing rhythm, planning when to inhale and when to exhale, to help you when doing activities such as push-ups, curl-ups, and stretches?”

Student: “I find it easier to do curl-ups when I concentrate on breathing in when I’m lying back and on breathing out when I’m sitting up.”

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Teacher prompt: “What are some important ideas that transfer across different types of activities done in the natural environment, such as canoeing, hiking, and skiing?”

Student: “When taking part in any activity in the natural environment, you should always respect the environment and everything that lives in it. Your activities should not harm or significantly change the environment. You should also take steps to ensure your safety. Monitor the weather conditions, have an emergency action plan, and always make sure others know where you will be and when you will return.”

C. HEALTHY LIVING

Healthy Living Learning Summary for Grade 8: Key Topics*			
Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Healthy Eating	C1.1 Nutrients	C2.1 Food choices – criteria [CT]	C3.1 Promoting healthy eating [CT]
Personal Safety and Injury Prevention	C1.2 Reducing risk of injuries, death [PS, CT]	C2.2 Assessing situations for potential danger [CT]	C3.2 Impact of violent behaviours; supports [CT]
Substance Use, Addictions, and Related Behaviours	C1.3 Warning signs, consequences	C2.3 Mental health, stress management [PS]	
Human Development and Sexual Health	C1.4 Decisions about sexual activity; supports [PS] C1.5 Gender identity, sexual orientation, self-concept [PS]	C2.4 Decision making, contraception [IS, CT]	C3.3 Relationships and intimacy [IS, CT]

* This chart is extracted from the complete Grade 1–8 Healthy Living Learning Summary chart on pages 224–225. The topics are listed on the left, and the focus of each expectation is summarized briefly, to give teachers a quick overview of the strand.

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.

SPECIFIC EXPECTATIONS

C1. Understanding Health Concepts

By the end of Grade 8, students will:

Healthy Eating

- C1.1** demonstrate an understanding of different types of nutrients (*e.g., macronutrients and micronutrients*) and their functions

Teacher prompt: “Different kinds of nutrients are needed to achieve optimal health and prevent disease. Nutrients can be divided into two types – macronutrients and micronutrients. What are these, and why is each kind of nutrient needed for good health?”

Student: “Macro means big. Macronutrients include carbohydrates, fats, and proteins. They provide our bodies with energy for growth and activity. Micro means small. Micronutrients are the vitamins and minerals in our food. They help regulate body functions such as vision, healing, and muscle movement.”

Personal Safety and Injury Prevention

C1.2 identify situations that could lead to injury or death (e.g., head injuries or concussions in contact sports; 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 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; being aware of food safety when cooking and preparing food; using self-acceptance, coping, and help-seeking skills) [PS, CT]

Teacher prompt: “Unintentional injury is a leading cause of death for children and youth in Canada. Adolescents need to be aware of the potential results associated with higher-risk activities. What are some possible consequences of injuries to the spinal cord or head?”

Student: “Spinal cord injuries can cause complete or partial paralysis. Severe head injuries can cause brain damage that may result in impairments of movement, sight, hearing, speech, cognitive functioning, or sensation or that may even lead to death.”

Substance Use, Addictions, and Related Behaviours

C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., changes in behaviour, gradual withdrawal from social circles, a drop in academic performance) and the consequences that can occur (e.g., aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; financial problems resulting from online gambling; overdose as a result of misuse of prescription medications, including pain relievers; inability to make good decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours related to mental illnesses such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy)

Human Development and Sexual Health

C1.4 identify and explain factors that can affect an individual’s decisions about sexual activity (e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; physical or cognitive disabilities and possible associated assumptions; legal concerns; awareness of health risks, including risk of STIs and blood-borne infections; concerns about risk of pregnancy; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages), and identify sources of support regarding sexual health (e.g., a health professional [doctor, nurse, public health practitioner], a community elder, a teacher, a religious leader, a parent or other trusted adult, a reputable website) [PS]

Teacher prompt: “How would thinking about your personal limits and making a personal plan influence decisions you may choose to make about sexual activity?”

Student: “Thinking in advance about what I value and what my personal limits are would help me to respond and make decisions that I felt comfortable with in different situations. I would be able to approach a situation with more confidence and stick to what I had planned. I would be less likely to be caught off guard and have to react without having thought through the options and possible consequences.”

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Teacher prompt: “Why is it important to get information from a credible source before making a decision about being sexually active? Why is this important for all students – including those with physical or cognitive disabilities?”

Students: “Having more information – and information that you can trust – helps you make better decisions for yourself. Taking time to get more information also gives you more time to think. Teens who consult a health professional before being sexually active are more likely to use protection, such as condoms, if they choose to be sexually active.” “Teens with physical or cognitive disabilities still need information about sexual health, just like everybody else. They may be dealing with different issues, like adapting sexual health information to their particular needs, or with variations on the same issues, like privacy and self-image.”

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- C1.5** demonstrate an understanding of gender identity (*e.g., male, female, two-spirited, transgender, transsexual, intersex*), gender expression, and sexual orientation (*e.g., heterosexual, gay, lesbian, bisexual*), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [PS]

Teacher prompt: “Gender identity refers to a person’s internal sense or feeling of being male or female, which may or may not be the same as the person’s biological sex. It is different from and does not determine a person’s sexual orientation. Sexual orientation refers to a person’s sense of affection and sexual attraction for people of the same sex, the opposite sex, or both sexes. Gender expression refers to how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, and behave. Gender identity, gender expression, and sexual orientation are connected to the way you see yourself and to your interactions with others. Understanding and accepting your gender identity and your sexual orientation can have a strong impact on the development of your self-concept. A person’s self-concept can develop positively if the person understands and accepts their gender identity and sexual orientation and is accepted by family and community. It is harder to develop a positive self-concept, however, if the way a person feels or identifies does not meet perceived or real societal norms and expectations or is not what they want, or if they do not feel supported by their family, friends, school, or community. A person’s self-concept can be harmed if a person is questioning their gender identity or sexual orientation and does not have support in dealing with their feelings of uncertainty. What kind of support do people need to help them understand and accept their gender identity and sexual orientation?”

Student: “Having role models that you can relate to – for example, people of similar ages or cultures – is important. So is having all gender identities and sexual orientations portrayed positively in the media, in literature, and in materials we use at school. Family, school, and community support are crucial. Additional help can come from trusted adults, community organizations, and school support groups such as gay-straight alliances.”

C2. Making Healthy Choices

By the end of Grade 8, students will:

Healthy Eating

- C2.1** evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients (*e.g., fats, carbohydrates, protein, vitamins and minerals, calories, additives, allergens*), preparation method, and other factors that can affect health and well-being [CT]

Teacher prompt: “Why is paying attention to nutrients more valuable than counting calories?”

Student: “Paying attention to nutrients helps you focus on eating in a balanced way. Calories are only one thing to consider and, by themselves, don’t provide information about nutrition. By following Canada’s Food Guide, I can make sure that I am meeting my energy *and* nutrient needs. It’s important to get all of the different nutrients that my body needs. By considering nutrient content, I can make sure I get enough vitamins and minerals – for example, I need to eat orange vegetables like carrots and orange peppers to get Vitamin A. And if I make soup with milk instead of water, I’ll get more calcium and Vitamin D.”

Teacher: “Serving size is one thing to consider when making food choices. How many servings of fruits and vegetables are recommended for teenagers?”

Student: “Canada’s Food Guide recommends that teens eat seven to eight servings of vegetables and fruit per day.”

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Teacher prompt: “If you do not eat breakfast, how does that affect how you feel during the day?”

Student: “I feel sluggish in the morning, and I’m starving by ten o’clock. When I’m so hungry, I’m more likely to eat less nutritious food at break.”

Personal Safety and Injury Prevention

- C2.2** 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 that involve potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing*), and apply strategies for avoiding dangerous situations [CT]

Teacher prompt: “What are some things you could do instead of getting into a car with a driver who has been drinking?”

Student: “I could call a family member or friend, stay over where I am, walk home with a friend if there is a safe route, or take a bus or taxi if one is available. I should have a plan and, if I can, carry money or a phone, so that I do not have to depend on someone else to get home safely.”

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Teacher prompt: “What are some things to be aware of in a relationship to keep yourself and your partner safe?”

Student: “Thinking about what makes a relationship healthier is a good start. Things that could lead to danger in relationships include an uneven balance of power in the relationship and situations that involve alcohol or drugs. I can stay safer by defining my own limits, listening to my gut feelings, and letting others know what I am doing and where I am going. If something does not feel good or right, I need to have the confidence to tell the other person to stop immediately. And if someone tells me – verbally or non-verbally – to stop, I need to stop immediately.”

Substance Use, Addictions, and Related Behaviours

- C2.3** explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health (e.g., *engaging in physical activity, listening to music, resting, meditating, talking with a trusted individual, practising smudging*) [PS]

Teacher prompt: “Maintaining mental health and emotional well-being involves balancing the different aspects of life: the physical, intellectual, social, emotional, and spiritual. It involves the ability to think, feel, act, and interact in a way that allows you to enjoy life and cope with challenges that arise. Signs of potential mental health difficulties can include being frequently sad or depressed, anxious, or rebellious; having difficulty paying attention; having problems with eating, sleeping, or getting along at school; or being addicted to substances. Everyone is vulnerable to emotional or mental stresses. What can you do to take care of your mental health?”

Student: “Being aware of my feelings and monitoring them can help. So can understanding that anyone can experience mental health difficulties and that getting help makes a big difference.”

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Teacher prompt: “Stress can be positive and negative. Stress can motivate you to get things done, but it is also connected to things over which you have less control, like illness, death, or divorce, financial concerns, or environmental issues. Identify a situation in which students often feel stressed. How can you manage stress effectively?”

Student: “Students often feel stressed when they have too much to do. To cope, you need to plan your time and set priorities. Do the most important things first. Include some time for taking breaks and being active. Check off what you get done as you do it. Plan with a friend, if that helps you. Stress can be managed or relieved in many ways. Some people find that taking some personal time to reflect and think and do quiet things like rest, write, read, meditate, or listen to music works best for them. Others find that being physically active or interacting with others by talking through problems is helpful. Different things work for different people, and you have to find the way that works best for you. Some cultures have special ways of relieving stress. Some First Nation people, for example, use smudging to relieve stress. This is a practice in which people fan smoke from herbs like sage or sweetgrass over their bodies to cleanse them of bad feelings and get rid of negative thoughts and energy. Afterwards, they feel renewed, physically, emotionally, mentally, and spiritually.”

Human Development and Sexual Health

- C2.4** demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity (e.g., *self-knowledge; abstinence; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills*) [IS, CT]

Teacher prompt: “What do teenagers need to know about contraception and safer sex in order to protect their sexual health and set appropriate personal limits?”

Student: “Teenagers need to know about the benefits and risks of different types of contraception. They need to understand that the only 100 per cent sure way of not becoming pregnant or getting an STI, including HIV, is not having sexual contact. Those who choose to be sexually active also need to know which contraceptive methods provide a protective barrier against disease as well as pregnancy. Condoms provide protection against both pregnancy and STIs – but to be effective, they need to be used properly and used every time. Teenagers need to understand how important it is to talk with their partners about sexual health choices, consent, and keeping safe. They have to develop the skills to communicate their thoughts effectively, listen respectfully, and read body cues in these conversations. This takes practice.”

C3. Making Connections for Healthy Living

By the end of Grade 8, students will:

Healthy Eating

C3.1 identify strategies for promoting healthy eating within the school, home, and community (e.g., implementing school healthy food policies, launching healthy-eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to highlight healthy food choices) [CT]

Teacher prompt: “How could you promote healthy eating at home?”

Student: “I could help with meal planning, shopping, and preparation, or discuss healthy eating with my family.”

Teacher: “Where can you get more information about healthy eating in your community?”

Student: “The public health unit, registered dietitians, medical clinics, family health centres, and reputable websites are all good sources of information about healthy eating.”

Teacher: “What might you do to promote healthy eating at school?”

Student: “I could ask about healthy food policies and join clubs or groups to support healthy eating at school. I could model healthy eating. As a class, we could put together information about healthier food choices to share with younger students. Instead of selling chocolates to raise funds, we could do something healthy like have a dance-a-thon.”

Personal Safety and Injury Prevention

C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, restorative justice programs, gay-straight student alliances) [CT]

Teacher prompt: “Managing emotions in heated situations is an essential skill. Consider this situation: Students are playing basketball on the playground; someone gets pushed aggressively and tempers flare. What is the impact on those playing and those watching?”

Student: “This situation could escalate into a fight. Someone could be hurt, and that could lead to suspension or assault charges and damage the relationships between the players on and off the court and in the classroom. It could scare or injure the people watching.”

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Teacher prompt: “Gender-based violence includes any form of behaviour – psychological, physical, and sexual – that is based on an individual’s gender and is intended to control, humiliate, or harm the individual. When we say ‘gender-based violence’, we are often referring to violence against women and girls. Can you give me some examples?”

Student: “It can include physical assault in a relationship, sexual assault, or rape. It can also include things like having your rear end pinched in the hallway, having your top pulled down or lifted up, or being held down and touched.”

Human Development and Sexual Health

- C3.3** analyse the attractions and benefits associated with being in a relationship (*e.g., support, understanding, camaraderie, pleasure*), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (*e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation; potential for dating violence*) [IS, CT]

Teacher prompt: “There are pros and cons to being in a relationship, and when you are in a relationship, there are positive things and drawbacks associated with different levels of intimacy. All of them are important to think about. There is a range of intimate behaviours that people can use to show caring and connection in a relationship, and different levels of risk associated with different levels of intimacy. Intimate behaviours can include holding hands, hugging, kissing, touching bodies and genitals, and engaging in sexual intercourse. When considering the level of intimacy that is appropriate for their relationship, what does a couple need to think about?”

Student: “Both individuals need to consider their own values and beliefs and treat each other’s choices and limits with respect. If one partner chooses to abstain from a sexual activity – for example, a person might want to kiss but not want to have any genital contact – the other partner needs to respect that decision. Both partners need to have the confidence and comfort level to talk about how they can show their affection while respecting each other’s decisions.”

Teacher: “Being intimate with someone includes having a good understanding of the concept of consent. What are some of the important things that we need to understand about consent?”

Student: “Consent to one activity doesn’t imply consent to all sexual activity. It is important to ask for consent at every stage. Consent is communicated, not assumed. You can ask your partner simple questions to be sure that they want to continue: ‘Do you want to do this?’ or ‘Do you want to stop?’ A ‘no’ at any stage does not need any further explanation.”

Teacher: “How can being in an intimate relationship affect other relationships in your life?”

Student: “When you have a boyfriend or a girlfriend, sometimes friends treat you differently. You might start hanging out with different people or spending less time with some friends. You might have less time to spend with family. It’s important to be aware of what is happening, so that you can take steps to avoid neglecting other relationships that are important to you.”