

Overall Expectations At a Glance

Strand A. Social-Emotional Learning Skills

Throughout Grade 8, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

- A1.** apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Strand B. Active Living

By the end of Grade 8, students will:

- B1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;
- B2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- B3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Strand C. Movement Competence

By the end of Grade 8, students will:

- C1.** 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;
- C2.** 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.

Strand D. Healthy Living

By the end of Grade 8, students will:

- D1.** demonstrate an understanding of factors that contribute to healthy development;
- D2.** demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- D3.** 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.

Strand A

Social-Emotional Learning Skills

This strand focuses on the development of students' social-emotional learning skills to foster their overall health and well-being, positive mental health, and ability to learn, build resilience, and thrive. In all grades of the health and physical education program, the learning related to this strand takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and it should be assessed and evaluated within these contexts.

OVERALL EXPECTATION

Throughout Grade 8, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

- A1.** apply, to the best of their ability, a range of social-emotional learning skills 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

Throughout Grade 8, students will, to the best of their ability:

Identification and Management of Emotions*

- 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 (e.g., **Active Living:** give examples of how to communicate information clearly and concisely in an emergency situation while managing feelings associated with the situation; **Movement Competence:** explain how awareness of emotion, such as feeling nervous about having to make a key shot in curling, can impact performance; **Healthy Living:** explain how social media can create feelings of stress, and describe strategies that can help maintain balance and perspective)

* To support program planning, many specific expectations in strands B, C, and D are tagged to indicate the social-emotional skills that can be integrated into teaching and learning associated with the expectation. The tags are given in square brackets after the expectation, and use the identifiers A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self, 1.6 Thinking.

Stress Management and Coping*

- A1.2** apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (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 the activity, the types of activities they choose, and the length of time they are being active, and make connections between improving fitness levels and improving their ability to cope with stress; **Movement Competence:** use visualization strategies to increase success when applying principles of movement as they perform skills; **Healthy Living:** explain when daily healthy habits and coping strategies may not be enough to maintain mental health and when professional help may be required)*)

Positive Motivation and Perseverance*

- A1.3** apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (e.g., **Active Living:** *show an understanding of how seeing improvements in fitness over time can impact their motivation to persevere in their efforts; **Movement Competence:** use tactics to increase success, and in that way contribute to motivation, when learning a new skill; **Healthy Living:** explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future)*)

Healthy Relationships*

- A1.4** apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (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; congratulate opponents with sincerity when they make a good play; **Healthy Living:** explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating)*)

Self-Awareness and Sense of Identity*

- A1.5** apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., **Active Living:**

*explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – 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 building an understanding of identity, including gender identity and sexual orientation)*

Critical and Creative Thinking*

- A1.6** apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (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 waste-free lunch programs and active recess activities; **Movement Competence:** explain the relationship between developing movement competence and building confidence and the extent to which people participate in physical activity; **Healthy Living:** analyse potentially dangerous situations and devise solutions for making them safer)*

Strand B

Active Living

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- B1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;
- B2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- B3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

B1. Active Participation

By the end of Grade 8, students will:

- B1.1** 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 activities on the land) [A1.3 Motivation, 1.5 Self]

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.”

* Throughout this curriculum, student responses often follow the teacher prompts. They are provided to illustrate content, and do not attempt to capture the speech patterns, syntax, or word choices typical of students in this grade.

- B1.2** 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 [A1.1 Emotions, 1.3 Motivation, 1.5 Self]

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.”

- B1.3** 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 [A1.1 Emotions, 1.3 Motivation, 1.4 Relationships, 1.6 Thinking]

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.”

B2. Physical Fitness

By the end of Grade 8, students will:

B2.1 **Daily physical activity (DPA):** participate in 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*) [A1.3 Motivation, 1.5 Self]

B2.2 recognize the difference between health-related components of personal fitness (i.e., cardiorespiratory 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 [A1.6 Thinking]

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.”

B2.3 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*) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

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.”

- B2.4** develop, implement, and revise a personal plan to meet short- and long-term health-related fitness and physical activity goals [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

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.”

B3. Safety

By the end of Grade 8, students will:

- 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*) [A1.2 Coping, 1.5 Self, 1.6 Thinking]

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.”

- B3.2** demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity, including situations involving suspected concussions (*e.g., remain calm; know when more help is needed or when to call 9-1-1; know where to get more help; follow the school board’s concussion protocol if a concussion is suspected; 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*) [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]

Movement Competence: Skills, Concepts, and Strategies

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- C1.** 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;
- C2.** 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

C1. Movement Skills and Concepts

By the end of Grade 8, students will:

- C1.1** 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*) [A1.4 Relationships, 1.5 Self]

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.”

- C1.2** 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) [A1.3 Motivation, 1.5 Self]

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.”

- C1.3** 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 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*) [A1.2 Coping, 1.4 Relationships, 1.5 Self]

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.”

- C1.4** 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*) [A1.5 Self, 1.6 Thinking]

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.”

C2. Movement Strategies

By the end of Grade 8, students will:

- C2.1** 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 [A1.6 Thinking]

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.”

Teacher: “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.”

- C2.2** 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 [A1.6 Thinking]

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.”



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.”

- C2.3** 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*) [A1.1 Emotions, 1.3 Motivation, 1.6 Thinking]*

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.”



* Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. However, the focus of social-emotional learning skill development shifts with the student’s stage of development, and this shift may be evident in the context of applying tactical solutions. Students in Grades 1–3 may be focusing on identifying and managing emotions and learning about themselves; students in Grades 4–6 may be ready to strengthen skills for interacting with others, persevering, and coping with challenges; and students in Grades 7 and 8 may be prepared to focus on deepening thinking skills and their understanding of themselves and others (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: “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.”

Strand D

Healthy Living

Instruction should focus on the overall expectation (D1, D2, D3 in the chart below) and should, where possible, be planned to illustrate connections across topics (listed in column 1) in an integrated way. The chart provides a brief summary of topics to support learning about health concepts, making healthy choices, and making connections for healthy living.

HEALTHY LIVING LEARNING SUMMARY BY TOPIC FOR GRADE 8

Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Healthy Eating		D2.1 Personal eating behaviours	D3.1 Promoting healthy eating
Personal Safety and Injury Prevention	D1.1 Concussions – signs and symptoms D1.2 Reducing risk of injuries, death	D2.2 Assessing situations for potential danger	D3.2 Impact of violent behaviours; supports
Substance Use, Addictions, and Related Behaviours	D1.3 Warning signs, consequences		
Human Development and Sexual Health	D1.4 Decisions about sexual activity; supports D1.5 Gender identity, gender expression, sexual orientation, self-concept	D2.3 Decision making considerations and skills	D3.3 Relationships and intimacy
Mental Health Literacy		D2.4 Routines and habits for mental health	D3.4 Societal views, impact of stigma

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- D1. demonstrate an understanding of factors that contribute to healthy development;**
- D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;**
- D3. 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

D1. Understanding Health Concepts

By the end of Grade 8, students will:

Personal Safety and Injury Prevention

- D1.1** describe the signs and symptoms of concussions, as well as strategies that support healthy recovery [A1.2 Coping, 1.5 Self]

Teacher prompt: “A concussion is a brain injury that causes changes in how the brain functions. What are some of the symptoms associated with concussions?”

Student: “There can be physical symptoms, such as headaches, increased tiredness or fatigue, dizziness, and/or nausea. Other symptoms may include difficulty concentrating or remembering, or feeling sad and anxious. Sometimes sleep patterns are affected. Signs and symptoms can appear immediately after an injury or they may take hours or days to emerge, and they can be different for everyone. Just one sign or symptom is enough to suspect a concussion. Most people with a concussion do not lose consciousness. If you think you or someone else might have a concussion, it is important to stop the activity, to tell an adult, and to see a physician or nurse practitioner right away.”

Teacher: “Every school board has a concussion protocol that includes developing a Return to School Plan, with a medically supervised ‘return to learning/physical activity’ plan. Recognizing that every concussion is unique, what are some things that can be done to help the brain recover from a concussion?”

Student: “It is important to let the brain rest after a concussion. Screen time, school work, and physical activity can prevent the brain from resting. The amount of physical, social, and academic activities should be reduced significantly. Sleep is important; it helps the brain recover. It is important to follow the return-to-school/physical activity plan to ensure that the brain isn’t further harmed while it’s healing. For example, a student who has been injured should not be exposed to environments that would have a risk of falls or physical contact.”

- 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 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;*

* It is important for students and parents to understand that helmets are designed primarily to prevent injury to the skull and that there is no current evidence that they prevent concussion. Helmets do not stop the brain from moving within the skull.

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) [A1.2 Coping, 1.5 Self, 1.6 Thinking]

Teacher prompt: “Unintentional injury is a leading cause of death for children and youth in Canada. Unrecognized repetitive hits to the head or body in the same game or in games that are played within hours or days of each other can cause catastrophic brain injury and death [second-impact syndrome (SIS)], or result in prolonged recovery associated with post-concussion syndrome [PCS]. Adolescents need to be aware of the potential hazards connected with higher-risk activities. What are some other 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

- D1.3** identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and substances, including cannabis (*e.g., changes in behaviour, negative impact on mental health, gradual withdrawal from social circles, a drop in academic performance*), and the consequences that can occur (*e.g., financial problems resulting from online gaming or gambling; unhealthy expectations of intimacy from repeated exposure to unrealistic portrayals of sex online; legal consequences connected with underage cannabis use; aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; overdose as a result of misuse of prescription medications, including pain relievers such as opioids, or as a result of taking illicit drugs; inability to make healthy 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 having a mental illness 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

- D1.4** 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 such as the legal age of consent; awareness of the risk of sexually transmitted and blood-borne infections [STBBIs]; concerns about the risk of becoming a parent; 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 teacher, a guidance*

counsellor, a religious leader, a parent or other trusted adult, a reputable website)
[A1.1 Emotions, 1.2 Coping, 1.5 Self]

Teacher prompt: “How would thinking about your personal limits and life goals 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 that has to do with sexual health or sexual activity? 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. Taking time to get more information also gives you more time to think. Teens who are well informed about sexual health and who are aware of the possible health consequences of becoming sexually active will be more likely to use the protection they need.” “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.”

- D1.5** demonstrate an understanding of gender identity (*e.g., male, female, Two-Spirit, transgender*), gender expression, and sexual orientation (*e.g., heterosexual, gay, lesbian, bisexual, pansexual, asexual*), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [A1.2 Coping, 1.5 Self]*

Teacher prompt: “Gender identity refers to a person’s internal sense or feeling of being a woman, a man, both, neither, or anywhere on the gender spectrum, which may or may not be the same as the person’s birth-assigned sex. It is different from and does not determine a person’s sexual orientation. Sexual orientation refers to a person’s sense of sexual attraction to people of the same or different sex. It is essential to treat people of all sexual orientations, gender identities, and gender expressions with respect and acceptance. Gender expression refers to how you demonstrate your gender through the ways you act, dress, and behave, and the pronouns you choose to use in reference to yourself. 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

* Instruction and assessment of learning connected with this expectation must take place in the second reporting period of the school year (January–June).

have a strong impact on the development of your self-concept. Young people can develop positively if they understand their gender identity and their sexual orientation and if these are respected by themselves, their family, and their community. What kind of support do people need to help them understand their gender identity and their sexual orientation?”

Student: “It is important for people to have role models that they can relate to – for example, people of similar ages or cultures. It’s also important to have all gender identities and sexual orientations portrayed positively in the media, in literature, and in materials we use at school. When we treat everyone with respect and kindness, we provide the support that people need. 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.”



Teacher prompt: “How can we recognize and respect the uniqueness of all people so that everyone can develop a positive self-concept?”

Student: “Every person is worthy of respect and has the right to be free from discrimination, regardless of their sexual orientation, gender identity, or gender expression. We can talk about our differences and what makes us unique with respect, and listen carefully when others share their experiences. We can accept that sometimes we will have to agree to disagree. Accepting the uniqueness of every individual may be a way to become more accepting of ourselves. We can treat others with dignity and the same degree of respect we would like to be treated with ourselves. We all need love and support as we grow and mature. When needed, support can come from school and community organizations.”

D2. Making Healthy Choices

By the end of Grade 8, students will:

Healthy Eating

- D2.1** evaluate personal eating habits and food choices on the basis of the recommendations in Canada’s Food Guide, taking into account behaviours that support healthy eating (e.g., *mindful eating, enjoying your food, choosing a variety of healthy foods, awareness of food marketing, using food labels, making water your drink of choice more often*) [A1.1 Emotions, 1.2 Coping, 1.5 Self, 1.6 Thinking]

Teacher prompt: “How can being mindful create a sense of awareness of your everyday eating decisions?”

Student: “Being mindful when eating includes: making conscious food choices, taking time to eat, paying attention to feelings of hunger and fullness, and avoiding

distractions when eating. Being mindful of the food you eat encourages you to pay attention to the aromas, textures, flavours, and tastes of food.”

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Teacher prompt: “If you do not eat regularly throughout the day, how does this affect how you feel?”

Student: “It’s important to pay attention to hunger and thirst cues. I feel sluggish in the morning, and I’m really hungry by ten o’clock. When I’m so hungry, I’m grumpy and more likely to eat less nutritious food and to eat more than I need when I do get the chance to eat.”

Personal Safety and Injury Prevention

- 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 [A1.2 Coping, 1.6 Thinking]

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

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.”

Human Development and Sexual Health

- D2.3** demonstrate an understanding of abstinence, contraception and the use of effective and suitable protection to prevent pregnancy and STBBIs, and the concept of consent,

as well as the skills (*e.g., self-awareness, communication, assertiveness, and refusal skills*) they need to apply in order to make safe and healthy decisions about sexual activity (*e.g., delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; opting to seek additional information and support; having safer sex*) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

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

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 a parent is to abstain from 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. For example, condoms provide protection against both pregnancy and STBIs – but to be effective, they need to be used properly and used every time.”



Teacher prompt: “The decision to be sexually active is a personal choice that everyone gets to make for themselves. No one should feel pressured to engage in sexual activity. What do teenagers need to know and think about in order to set appropriate personal limits with respect to sexual activity?”

Student: “Not all students choose to be sexually active. When thinking about what choice they will make, students need to consider their personal or family values, religious beliefs, and cultural teachings. They 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.”

Mental Health Literacy

- D2.4** demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (*e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others*) can help maintain mental health and resilience in times of stress [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.6 Thinking]

Teacher prompt: “Maintaining mental health involves using strategies that help balance the different aspects of life: the physical, intellectual, social, emotional, and spiritual. It involves thinking, feeling, acting, and interacting in ways that allow you to enjoy life and cope with challenges that arise. How can incorporating healthy coping strategies into daily routines help us maintain mental health and remain resilient in times of stress? And, when would you consider reaching out to a trusted adult?”

Student: “Incorporating daily coping strategies involves planning ahead so you are not just reacting when things go wrong. I think it helps us manage stress overall, so that maybe we respond better to challenging situations. Self-care needs to be a priority. It’s not selfish to take care of yourself! If I still feel that the stress is too much, I would ask for help.”

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Teacher prompt: “The transition from elementary school to high school can be stressful. What are some things that you are doing or could do to lessen the stress?”

Student: “I know our class is going to visit the high school and that there are programs where you can go early in August to have a walk-through. That will help, I think. Also, I know a few people – like my brother and a friend in my building – who are already in high school. It helps to know I can talk with them and ask questions about what it’s like.”

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Teacher prompt: “When we continue to explore and gather a variety of strategies to support our mental health, over time we build a ‘toolbox’ of strategies that allows us to take better care of ourselves. Different things work for different people in different situations, and these can change over time. You have to find the way that works best for you. Some First Nations people smudge, a practice in which people fan smoke from herbal medicines like sage or sweetgrass over their bodies to cleanse themselves, in order to restore balance, emotionally, mentally, spiritually, and physically. What are some of the strategies that you might incorporate into your life to support your mental health?”

Students: “I think that having a plan for my week ahead helps me to stay focused on what I need to take care of myself. I make sure I give myself time to be active and to get outside. I like to do some of these things with my friends, because it makes it more fun and I’m more motivated to actually do it!” “I try to turn my device off at night and have some quiet time before I go to bed. Doing that helps me sleep better. It also means I’m less tired and less rushed in the morning, which makes my day go smoother.”

D3. Making Connections for Healthy Living

By the end of Grade 8, students will:

Healthy Eating

- D3.1** identify strategies for promoting healthy eating habits and food choices 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) [A1.6 Thinking]

Teacher prompt: “How could you promote healthy eating habits and food choices at home?”

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

Teacher: “Where can you get more information about healthy eating habits and food choices 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 habits and choices.”

Teacher: “What might you do to promote healthy eating habits and food choices at school?”

Student: “I could ask about healthy food policies and join clubs or groups to support healthy eating habits, such as eating together, preparing food, and enjoying our food choices. I could model healthy eating habits and choices. As a class, we could put together information about healthy 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

- D3.2** analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (*e.g., violence against women, girls, people who are transgender or gender non-conforming*) 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, gay-straight student alliances*) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.6 Thinking]

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.”



Teacher prompt: “What are some of the impacts of violence?”

Students: “Violence can have short-term and long-term impacts on the person who has been targeted, including: psychological impacts, such as sadness or shame; physical and mental health impacts, such as physical injury, stress, depression, or post-traumatic stress disorder [PTSD]; and social impacts, such as withdrawal from people, out of fear for safety; loss of reputation; or loss of income. Bystanders can also experience some of these impacts. The perpetrator may experience legal consequences and psychological impacts, such as guilt or shame.” “‘Hazing’ is a form of violence that can have long-term effects on members of a group or team. Hazing rituals are often repeated every season, and group or team members who were targeted when they joined the group are often expected to participate in violence against new members.”



Teacher prompt: “Gender-based violence includes any form of behaviour – psychological, physical, or sexual – that is based on an individual’s gender and is intended to control, humiliate, or harm the individual. Sexually explicit media, such as pornography, that depicts women as sex objects and unequal to men can contribute to gender-based violence. Gender-based violence can affect all people, but it disproportionately affects women, girls, people who are transgender or gender non-conforming, and marginalized communities. One example of gender-based violence is the systemic violence that Indigenous women and girls have experienced in Canada for decades. Can you give me some other examples?”

Student: “It can 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. Gender-based violence can include physical assault in a relationship, sexual assault, and rape. In addition, sex trafficking is a form of gender-based violence. It involves someone being controlled by someone else and coerced to perform sex acts for money, food, alcohol, or drugs. A trafficker may target a person by offering praise and support online or through social media, and then pretend to be their boyfriend or girlfriend. The targeted person may become stressed, nervous, and secretive, and may start to miss school. The person may own expensive new things that normally they could not afford. However, there may also be no signs that a person is being sex trafficked.”



Teacher prompt: “How can a person dealing with violent behaviour find support? How do support programs help?”

Student: “If you are concerned about a violent situation, you should tell a trusted adult. You can also reach out to a help line (phone, text, or mobile app) that will provide information and advice, tell you about other services that may help you, or just listen if you have a problem or if you’re frustrated. It’s also good to join after-school youth programs and clubs. They can help by providing a fun, safe place to socialize with friends or meet new people.”

Human Development and Sexual Health

- D3.3** analyse the attractions and benefits associated with being in a healthy 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 STBBIs and related risk to future fertility, becoming a parent before you are ready, sexual harassment and exploitation; potential for dating violence*) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]

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 do people need to think about?”

Student: “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 and incorporating that understanding into behaviour. What are some of the important things that we need to understand about consent?”

Student: “Consent is necessary in a sexual relationship. It is important to know that consent to one sexual activity does not imply consent to *all* sexual activities, so partners must ask for consent at every stage. Consent is always communicated, never assumed. You can ask your partner simple questions to be sure that they want to continue: ‘Do you want to do this?’, ‘Are you okay to go on?’, or ‘Do you want to stop?’ At any stage, a ‘no’, or an indication that someone wants to stop, means *no* and does not require any further explanation. If your partner hesitates or doesn’t respond clearly, the activity should stop. It is against the law to have any type of sexual activity with someone without their consent.”

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

Student: “When you have a partner, sometimes you might start hanging out with different people or spending less time with some of your 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.”

Mental Health Literacy

- D3.4** explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma [A1.4 Relationships, 1.6 Thinking]

Teacher prompt: “Mental health is often misunderstood, and when people hear someone mention ‘mental health’, they may automatically think ‘mental illness’. Negative feelings or judgements about mental illness can be the result of not understanding or of being afraid. We all have ‘mental health’. How might societal views on mental health and mental illness perpetuate stigma and even cause harm?”

Student: “They can stop people from getting the help they need. If people who have a mental illness do not feel safe to talk about it or to get help, they can end up feeling hopeless, lonely, and hurt.”

Teacher: “There are lots of things that we can do individually or as part of a group to address stigma and help get rid of it. The way we treat people and talk about mental health and mental illness is one way. There are also groups and organizations in the community that we can be a part of that help create awareness about mental health. Can you think of some ways that you could take action to reduce stigma associated with mental health?”

Students: “Lots of schools, like ours, have wellness clubs that create awareness and plan events to bring attention to the importance of mental health. They also provide an opportunity for us to learn about different strategies and to support one another. I know that there are also youth groups in the community and even across the province that focus on mental health and on giving youth a way to use their voice to help bring about change. I think being involved in groups like this not only helps others, but can make us feel good too, because we’re being a part of something bigger and we’re doing something that is making a difference.”
“I think the best thing we can do is show kindness and compassion. Listening to others, respecting what is different and unique about everyone, and showing empathy for other people’s feelings and experiences encourages others to respond in the same way.”