**Personal and Social Management (Grade 8)**

K.4.8.A.1
**Examine the effects of stereotyping based on a variety of factors** (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income...)**, and ways** (e.g., set/review personal and group norms, standards...) **to promote acceptance of self and others.**

K.4.8.A.2a
**Develop self-monitoring strategies** (e.g., keep a journal, participate with a friend...) **and criteria** (e.g., believable, achievable, controllable, within timelines... ) **in setting individual and/or group goals.**

K.4.8.A.2b
**Analyze how factors** (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports...) **affect one's planning and setting of goals.**

K.4.8.A.3
**Describe the social factors** (e.g., self-esteem, interests, opinions, abilities, interpersonal skills...) **that affect the decision-making/ problem-solving process in group situations.**

K.4.8.B.1a
**Describe behaviours** **that show social responsibility and respect for diversity** (e.g., showing respect toward officials and other players, inviting others to play, greeting others, helping others who are experiencing difficulty...) **in different contexts** (e.g., sports, physical activity participation, classroom settings...)**.**

K.4.8.B.1b
**Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities.**

K.4.8.B.2a
**Describe examples of assertive behaviours** (e.g., saying no to something that makes you feel uncomfortable, including others who are left out...) **for resisting negative peer pressure.**

K.4.8.B.2b
**Identify roles and responsibilities** (e.g., loyalty, commitment, support, respect, leadership...) **in developing positive relationships** (e.g., between friends, within families, in a sports team, band/choir...)**.**

K.4.8.C.1a
**Identify how self** (e.g., accepting one's feelings...)**, peers** (e.g., listening supportively...)**, and the community** (e.g., providing resources for support when needed...) **contribute to the enhancement of personal health and well-being.**

K.4.8.C.1b
**Identify stages of grieving** (e.g., denial, anger, bargaining, sadness, depression, acceptance...) **for understanding and supporting self and others.**

K.4.8.C.2
**Explain how stress may have positive or negative consequences** (e.g., fight or flight, productivity, illness...)**.**

K.4.8.C.3
**Examine the effects of stress** (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) **and relaxation** (e.g., low blood pressure and heart rate...) **on body systems** (e.g., digestive, cardiovascular, endocrine...)**.**

K.4.8.C.4a
**List healthy strategies** (e.g., seeking support from others and community resources, positive self- talk, physical exercise...) **and unhealthy strategies** (e.g., smoking, alcohol misuse, isolation, fighting...) **for dealing with stress and/or anxiety.**

S.4.8.A.1
**Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal** (e.g., participate in daily physical activity, a healthy lifestyle behaviour, a social behaviour, a specific academic goal...)**.**

S.4.8.A.2
**Apply the decision-making/problem-solving process in making group decisions in different case scenarios**
(e.g., plan a class activity, solve a social-related problem, make a decision in the context of an orderly meeting...)**.**

S.4.8.A.3
**Demonstrate functional use of interpersonal skills** (i.e., communicate effectively, cooperate/ collaborate, be respectful, be responsible) **that promote fair play and teamwork.**

S.4.8.A.5
**Apply stress-management strategies** (e.g., progressive relaxation, deep breathing, guided imagery, focusing, positive thinking, self-talk, talking with others, humour...) **in case scenarios related to stressful situations** (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...)**.**

**Healthy Lifestyle Practices (Grade 8)**

K.5.8.A.1
**Examine positive and negative health habits of daily living for self and/or others** (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use...)**.**

K.5.8.A.2
**Examine lifestyle practices** (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) **and their effects on body systems** (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...)**.**

K.5.8.B.1
**Identify and categorize physical activities of different intensities** (i.e., vigorous, moderate, light) **and their potential benefits** (i.e., health, fitness, recreation, sport performance)**.**

K.5.8.B.2
**Investigate different ways to increase physical activity in daily living as it relates to sustainable development** (e.g., using stairs, cycling/ walking to school to help the environment and to contribute to the health of society...)**.**

K.5.8.B.3
**Determine the degree to which technology has had an impact on personal health** (e.g., personal fitness equipment/aids; prolonged exposure to technological devices and machines decreases physical activity; effect of media messages on body image...)**.**

K.5.8.C.1a
**Evaluate information related to healthy body weight and body image.**

K.5.8.C.1b
**Explain influences** (i.e., healthy eating, regular activity, media, healthy body image) **on growth and development during adolescence.**

K.5.8.C.2
**Apply "sport nutrition principles" to a variety of physical activities.**

S.5.8.A.1
**Apply personal and social management skills** (e.g., goal setting, decision making/ problem solving...) **in case scenarios related to personal health practices** (e.g., sleep habits, cleanliness, nutritional practices, exercise habits...)**.**

S.5.8.A.2
**Use problem-solving strategies to address the barriers that may interfere with being active daily.**

S.5.8.A.3a
**Develop a personal plan that includes daily health practices** (e.g., physical activity participation, healthy food choices, positive thinking...) **to maintain a healthy body.**

S.5.8.A.3b
**Implement and evaluate a personal plan for healthy eating and activity.**