



Grade 8 Physical Education/Health Education *Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation 2002*

Student Learning Outcomes Related to Sustainable Development

1. Movement

A.1.6 Appreciate and respect the natural environment while participating in physical activity.

S.1.8.C.1 **Apply functional use of selected activity-specific skills** (e.g., care and carrying of equipment, compass and map reading, star turn, snowplough...) **in alternate pursuits** (e.g., orienteering, hiking, skiing...).

2. Fitness Management

K.2.8.C.4 **Identify personal factors and preferences for choosing physical activities** (e.g., personal interests, influences of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun...) **for fitness and health.**

3. Safety

K.3.8.A.3 **Justify reasons** (e.g., ease of movement; personal hygiene; prevention of injury, sunburn, frostbite, hyperthermia, hypothermia...) **for appropriate dress for selected physical activities.**

K.3.8.A.5a **Investigate potential safety risks inherent in selected alternative pursuits** e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).

K.3.8.A.5b **Determine safe areas and opportunities for cycling and/or other similar activities in the community** (e.g., in-line skating, skateboarding, walking...).

K.3.8.B.1 **Evaluate the effectiveness of laws and policies that promote personal and community safety** (e.g. driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).

K.3.8.B.4 **Demonstrate the ability to access valid health information, and health-promoting products and services available in the community** (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, sexuality education, alcoholism; youth advocates, help lines, school/community counselling programs, friendship centers, ombudsperson, the Internet...).

4. Personal and Social Management

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.**

5. Healthy Lifestyle Practices

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