

BIG IDEAS

Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.

Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Knowing about our bodies and making healthy choices helps us look after ourselves.

Good health comprises physical, mental, and emotional well-being.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Describe the body’s reaction to participating in physical activity in a variety of environments • Develop and demonstrate safety, fair play, and leadership in physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels • Identify opportunities to be physically active at school, at home, and in the community • Identify and explore a variety of foods and describe how they contribute to health • Identify opportunities to make choices that contribute to health and well-being • Identify sources of health information <p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe a variety of unsafe and/or uncomfortable situations • Develop and demonstrate respectful behaviour when participating in activities with others • Identify caring behaviours among classmates and within families <p>Mental well-being</p> <ul style="list-style-type: none"> • Identify and describe practices that promote mental well-being • Identify and describe feelings and worries • Identify personal skills, interests, and preferences 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • relationships between food, hydration, and health • practices that promote health and well-being • names for parts of the body, including male and female private parts • appropriate and inappropriate ways of being touched • different types of substances • hazards and potentially unsafe situations • caring behaviours in groups and families • emotions and their causes and effects • reliable sources of health information

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Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Describe the body's reaction to participating in physical activity in a variety of environments • Develop and demonstrate safety, fair play, and leadership in physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels • Identify opportunities to be physically active at school, at home, and in the community • Identify and explore a variety of foods and describe how they contribute to health • Identify opportunities to make choices that contribute to health and well-being • Recognize basic health information from a variety of sources <p>Social and community health</p> <ul style="list-style-type: none"> • Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations • Develop and demonstrate respectful behaviour when participating in activities with others • Identify caring behaviours among classmates and within families <p>Mental well-being</p> <ul style="list-style-type: none"> • Identify and describe practices that promote mental well-being • Identify and describe feelings and worries • Identify personal skills, interests, and preferences 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • relationships between food, hydration, and health • effects of different activities on the body • practices that promote health and well-being • names for parts of the body, including male and female private parts • appropriate and inappropriate ways of being touched • different types of substances and how to safely use or avoid them • hazards and potentially unsafe situations • caring behaviours in groups and families • emotions and their causes and effects • reliable sources of health information

BIG IDEAS

Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.

Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.

Adopting healthy personal practices and safety strategies protects ourselves and others.

Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.

Our physical, emotional, and mental health are interconnected.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments Apply methods of monitoring exertion levels in physical activity Develop and demonstrate safety, fair play, and leadership in physical activities Identify and explain factors that contribute to positive experiences in different physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> Participate daily in physical activity at moderate to vigorous intensity levels Identify and describe opportunities to be physically active at school, at home, and in the community Explore strategies for making healthy eating choices Describe ways to access information on and support services for a variety of health topics Explore and describe components of healthy living 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills ways to monitor physical exertion levels how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games effects of physical activity on the body practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention strategies for accessing health information strategies and skills to use in potentially hazardous, unsafe, or abusive situations effects of different substances, and strategies for preventing personal harm managing and expressing emotions factors that influence self-identity

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations • Develop and demonstrate respectful behaviour when participating in activities with others • Identify and describe characteristics of positive relationships • Explain how participation in outdoor activities supports connections with the community and environment <p>Mental well-being</p> <ul style="list-style-type: none"> • Identify and apply strategies that promote mental well-being • Identify and describe feelings and worries, and strategies for dealing with them • Identify personal skills, interests, and preferences and describe how they influence self-identity 	

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Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.

Movement skills and strategies help us learn how to participate in different types of physical activity.

Adopting healthy personal practices and safety strategies protects ourselves and others.

Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.

Our physical, emotional, and mental health are interconnected.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments • Apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and explain factors that contribute to positive experiences in different physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels • Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community • Explore and describe strategies for making healthy eating choices in a variety of settings • Describe ways to access information on and support services for a variety of health topics • Explore and describe strategies for pursuing personal healthy-living goals 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor physical exertion levels • different types of physical activities, including individual and dual activities, rhythmic activities, and games • practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention • nutrition and hydration choices to support different activities and overall health • strategies for accessing health information • strategies and skills to use in potentially hazardous, unsafe, or abusive situations • nature and consequences of bullying • effects of different substances, and strategies for preventing personal harm • relationship between worries and fears • factors that influence self-identity

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations • Describe and apply strategies for developing and maintaining positive relationships • Explain how participation in outdoor activities supports connections with the community and environment <p>Mental well-being</p> <ul style="list-style-type: none"> • Identify and apply strategies that promote mental well-being • Describe physical, emotional, and social changes as students grow older • Describe factors that influence mental well-being and self-identity 	

BIG IDEAS

Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.

Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.

Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.

Personal choices and social and environmental factors influence our health and well-being.

Developing healthy relationships helps us feel connected, supported, and valued.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments • Apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels • Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community • Explain the relationship of healthy eating to overall health and well-being • Identify and describe factors that influence healthy choices • Examine and explain how health messages can influence behaviours and decisions • Identify and apply strategies for pursuing personal healthy-living goals 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including , non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • benefits of physical activity and exercise • practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention • food portion sizes and number of servings • communicable and non-communicable illnesses • media messaging and body image • strategies and skills to use in potentially hazardous, unsafe or abusive situations, including identifying common lures or tricks used by potential abusers • strategies for responding to bullying, discrimination, and violence • potential effects of psychoactive substance use, and strategies for preventing personal harm • factors that influence self-identity, including body image and social media • physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations • Describe and assess strategies for responding to discrimination, stereotyping, and bullying • Describe and apply strategies for developing and maintaining positive relationships • Describe and apply strategies that promote a safe and caring environment <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being • Describe and assess strategies for managing problems related to mental well-being and substance use • Explore and describe strategies for managing physical, emotional, and social changes during puberty • Describe factors that positively influence mental well-being and self-identity 	

BIG IDEAS

Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.

Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.

Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.

Personal choices and social and environmental factors influence our health and well-being.

Developing healthy relationships helps us feel connected, supported, and valued.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments • Develop and apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity designed to enhance and maintain health components of fitness • Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community • Analyze and describe the connections between eating, physical activity, and mental well-being • Describe the impacts of personal choices on health and well-being • Describe strategies for communicating medical concerns and getting help with health issues • Identify, apply, and reflect on strategies used to pursue personal healthy-living goals 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • how to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games • differences between the health components of fitness • training principles to enhance personal fitness levels, including the FITT principle • benefits of physical activity and exercise • food choices to support active lifestyles and overall health • practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses • sources of health information and support services • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • factors influencing use of psychoactive substances, and potential harms • physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations • Describe and assess strategies for responding to discrimination, stereotyping, and bullying • Describe and apply strategies for developing and maintaining healthy relationships • Describe and apply strategies that promote a safe and caring environment <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being and substance use, for others • Explore and describe strategies for managing physical, emotional, and social changes during puberty • Explore and describe how personal identities adapt and change in different settings and situations 	

BIG IDEAS

Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.

Physical literacy and fitness contribute to our success in and enjoyment of physical activity.

We experience many changes in our lives that influence how we see ourselves and others.

Healthy choices influence our physical, emotional, and mental well-being.

Learning about similarities and differences in individuals and groups influences community health.

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Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments Develop and apply a variety of movement concepts and strategies in different physical activities Apply methods of monitoring and adjusting exertion levels in physical activity Develop and demonstrate safety, fair play, and leadership in physical activities Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> Participate daily in physical activity designed to enhance and maintain health components of fitness Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness Explore and plan food choices to support personal health and well-being Describe the impacts of personal choices on health and well-being Analyze health messages and possible intentions to influence behaviour Identify, apply, and reflect on strategies used to pursue personal healthy-living goals 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills movement concepts and strategies ways to monitor and adjust physical exertion levels how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games training principles to enhance personal fitness levels, including the FITT principle and the SAID principle influences on food choices practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases sources of health information basic principles for responding to emergencies strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings consequences of bullying, stereotyping, and discrimination strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours physical, emotional, and social changes that occur during puberty and adolescence influences on individual identity, including sexual identity, gender, values, and beliefs

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations • Describe and assess strategies for responding to discrimination, stereotyping, and bullying • Describe and apply strategies for developing and maintaining healthy relationships • Explore strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being and substance use, for others • Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence • Explore and describe how personal identities adapt and change in different settings and situations 	

BIG IDEAS

Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.

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<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments • Develop and apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity designed to enhance and maintain health components of fitness • Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness • Investigate and analyze influences on eating habits • Identify factors that influence healthy choices and explain their potential health effects • Assess and communicate health information for various health issues • Identify and apply strategies to pursue personal healthy-living goals • Reflect on outcomes of personal healthy-living goals and assess strategies used 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity • effects of different types of physical activity on the body • factors that influence personal eating choices • practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • consequences of bullying, stereotyping, and discrimination • signs and symptoms of stress, anxiety, and depression • influences of physical, emotional, and social changes on identities and relationships

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations • Describe and assess strategies for responding to discrimination, stereotyping, and bullying • Describe and apply strategies for developing and maintaining healthy relationships • Explore strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being and substance use, for others • Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence • Explore the impact of transition and change on identities 	

BIG IDEAS

Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.

Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.

Healthy choices influence our physical, emotional, and mental well-being.

Healthy relationships can help us lead rewarding and fulfilling lives.

Advocating for the health and well-being of others connects us to our community.

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Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations • Propose strategies for responding to discrimination, stereotyping, and bullying • Propose strategies for developing and maintaining healthy relationships • Create strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being and substance use, for others • Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence • Explore and describe the impact of transition and change on identities 	<ul style="list-style-type: none"> • consequences of bullying, stereotyping, and discrimination • media and social influences related to psychoactive substance use and potentially addictive behaviours • signs and symptoms of stress, anxiety, and depression • influences of physical, emotional, and social changes on identities and relationships

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<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments Develop and apply a variety of movement concepts and strategies in different physical activities Apply methods of monitoring and adjusting exertion levels in physical activity Develop and demonstrate safety, fair play, and leadership in physical activities Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> Participate daily in physical activity designed to enhance and maintain health components of fitness Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness Propose healthy choices that support lifelong health and well-being Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour Identify and apply strategies to pursue personal healthy-living goals Reflect on outcomes of personal healthy-living goals and assess strategies used 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> proper technique for fundamental movement skills including non-locomotor, locomotor, and manipulative skills movement concepts and strategies ways to monitor and adjust physical exertion levels how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity effects of different types of physical activity on the body healthy sexual decision making potential short- and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines sources of health information basic principles for responding to emergencies strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings consequences of bullying, stereotyping, and discrimination physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours signs and symptoms of stress, anxiety, and depression influences of physical, emotional, and social changes on identities and relationships

Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations • Analyze strategies for responding to discrimination, stereotyping, and bullying • Propose strategies for developing and maintaining healthy relationships • Create strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none"> • Analyze strategies for promoting mental well-being, for self and others • Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others • Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence • Explore and describe factors that shape personal identities, including social and cultural factors 	