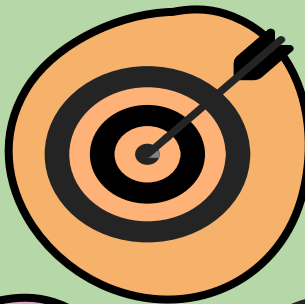
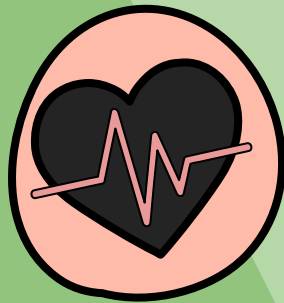


# 8 PHE

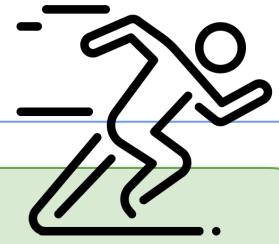
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Name





# Fitness



## Run Safety Tips

It is important for your own safety as well as the safety of others to understand the following:

- Normally we should run or walk against the flow of traffic
- If there is a sidewalk, we should walk or run on the sidewalk, even if it's on the opposite side of the road
- Stay as far away from traffic as possible
- When you come to an intersection or have to cross the road, slow down, come to a stop and look both ways
- Assume that drivers haven't seen you, even if they are stopped - making eye contact if possible
- If someone is injured and can't continue, one person should stay with them and another should return and let the teacher know!
- Be kind and courteous
- Always follow the route- no shortcuts!



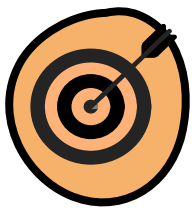
Use this Rate of Perceived Exertion (RPE) chart to determine your effort level on runs.



# Run Sheet

Working on our cardiovascular fitness can have lots of benefits to both our minds and our bodies. This is a chart to help keep track of our progress.

Date	Name of Run	Time/Distance	RPE/10	Comment



# Setting S.M.A.R.T Goals

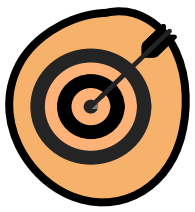
Specific, Measurable, Achievable, Realistic, Timely

Setting goals can motivate us and help keep us on track. Thinking about your physical health (cardiovascular fitness, strength, mobility, nutrition, drinking water, sleep, screen time), create 3 goals for the term. After writing out your goal, explain how you'll achieve that goal. At the end of the term you'll evaluate whether or not you think you accomplished your goals.



## Term 1

Goal	How I'll Achieve It	Did I Accomplish It?
<b>Example:</b> To be able to do 5 push-ups	I'll do push-ups 3x/wk	End of term reflection



# Setting S.M.A.R.T Goals

## Term 2

Goal	How I'll Achieve It	Did I Accomplish It?

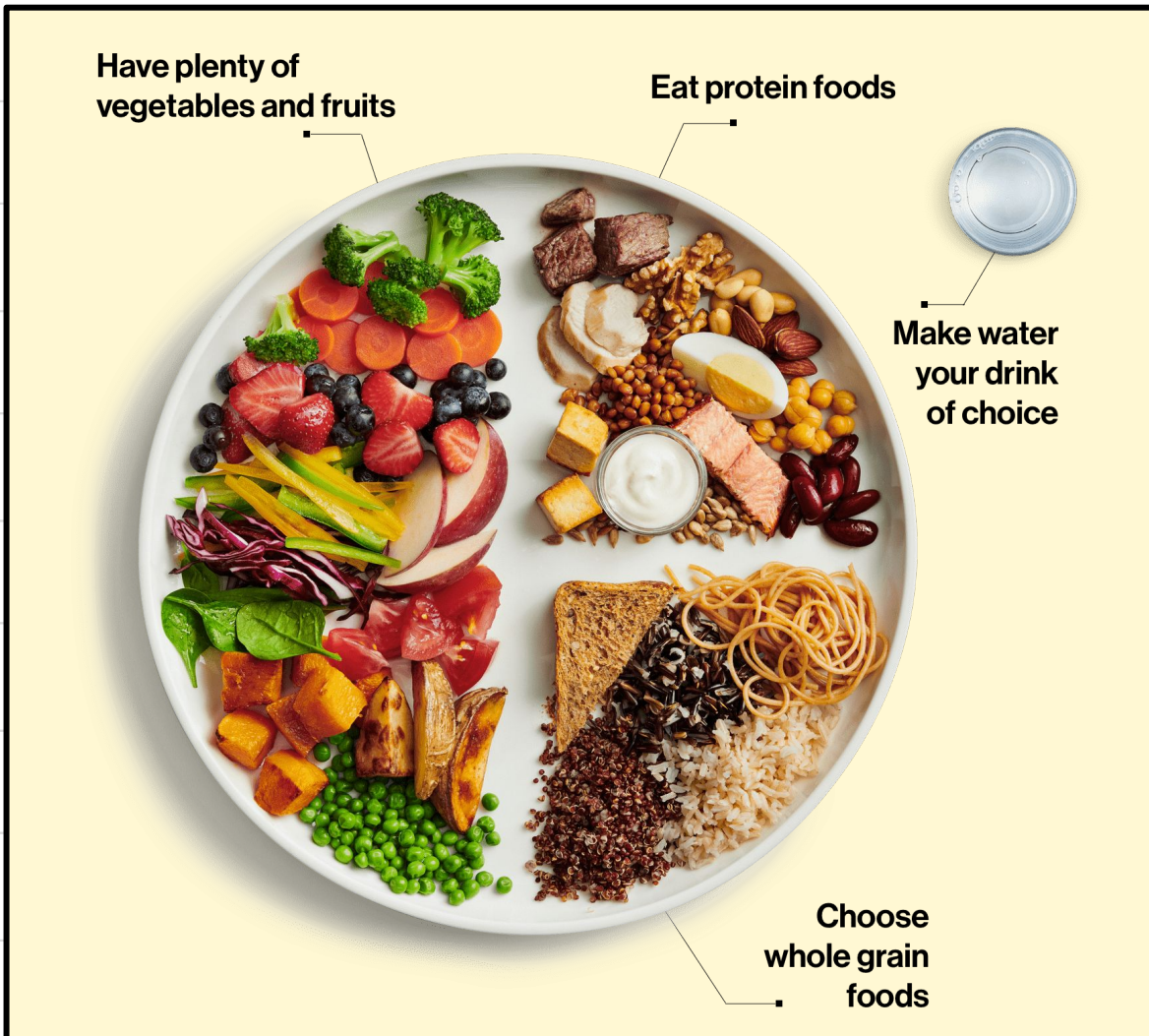
## Term 3

Goal	How I'll Achieve It	Did I Accomplish It?



# Nutrition

Food plays an important role in our overall health.



Food plays an important role in our overall health. What are some ways that food nourishes us?

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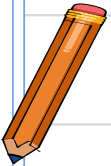
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## Looking at Food Advertising

Did you know that advertising plays a role in the kinds of food we choose to eat?

One method used by food companies to attract young people is to create characters that are associated with their product or brand. eg. Tony the Tiger, Ronald McDonald.



Make a list of 3-5 other examples of food characters.



Why do you think companies create “spokescharacters”?

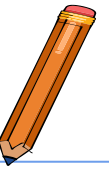


Have you ever wanted to try a product because you liked the “spokescharacter”?



## Activity

Think of one of your favorite foods. Create and name a “food character”. Draw and label it below.



Make a list of jingles (catchy sayings) that food companies have used to sell their products. Eg. “Red Bull Give You Wings”





## Activity



What makes these jingles effective?



What are some things that we need to understand when we see “spokescharacters” and hear catchy jingles?

**For more information on Nutrition, you can look here.**

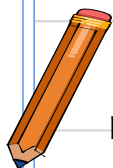
- Canada’s Food Guide ([food-guide.canada.ca](http://food-guide.canada.ca))



## Preventing Abuse, Sexual Exploitation & Harm

What is Consent?

Consent is an important concept to learn about. Consent is used and should be used within daily life interactions and/or activities - such as asking for food or drink, taking a picture and posting it on social media, physical touching or participating in an activity.



What are some other examples of situations where consent is necessary? List 3.



What does trust mean to you? How are Trust and Consent linked?

When it comes to your body, your body belongs to you and is not for others to use or exploit. Regardless of the reason, boundaries should be respected and people shouldn't be made guilty for not giving someone consent to do something.



## Consent

Practice asking for consent as well as giving, receiving and accepting “no” as an important element of establishing and respecting boundaries. Practice with small issues. This can sometimes feel silly, but allowing small violations to occur without comment gives the impression to the other person that consent is only optional.

Is it okay if someone uses the excuse, “it’s okay, we were just joking around!” or jokes about using violence?

Just because someone doesn’t actually say, “stop” or “no”, they don’t mean “yes”, even with playful teasing.



Using the FRIES acronym for consent can be helpful. Fill in what each letter stands for and a little about it.

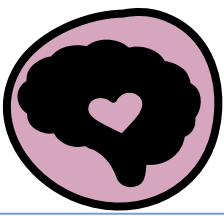
F -

R -

I -

E -

S -



## Activity



Practice asking for consent for a high five, a hug or a handshake. Practice responding with “yes” if you are comfortable, and also “no” with a strong voice, or just say no thank you.

You will never be in trouble for saying no to an adult or friend. You decide what happens to your body. If someone makes you feel bad about saying no, it isn't your fault.

Also, if someone doesn't give you consent for something, it isn't fair to get mad or upset. You can respond by saying, “that's cool” or “no worries”.

Bribes or threats are NEVER acceptable. For example, “I won't be your friend if you don't hold my hand.” Other examples of pressure and manipulation can include guilt or begging. For example, “Please? Everyone else is doing it.”

### **Discussion Questions:**

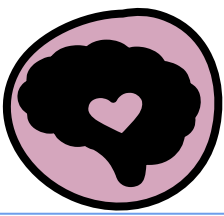
What are personal boundaries?

Why are they important?

How do boundaries keep us safe?

How can we communicate boundaries both verbally and non-verbally?

How can we show respect for other people's boundaries?



# Sexual Harrassment

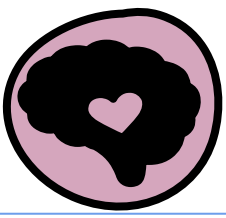
It is important for us to understand the forms that sexual harassment can take.

Examples of sexual harassment include: being touched, grabbed or pinched in a sexual way, sexual gestures, sexual jokes, being catcalled, insults with sexual words, prolonged staring, unwanted sharing/display of pornography, requests/demands for sexual images or videos or even being shown or sent sexual images or videos.

It is also important for us to understand that anyone who is being touched in an inappropriate manner is allowed to do whatever they need to do to get away.

**For more information on Abuse, Sexual Exploitation and Harm, look here:**

- [canada.ca/en/public-health/topics/prevent-violence-abuse.html](https://canada.ca/en/public-health/topics/prevent-violence-abuse.html)



# Sexual Health

After your class discussions with Jen Gibson from Island Sexual Health, contemplate the following questions.

Which of the following **healthy relationship characteristics** do you think are most important in romantic relationships: Safety, Honesty, Acting in a Consensual Way, Respect, Enjoyment or Equality? Why do you think this?

Identify where a person can get trusted information about sexual health in your school and/or community.

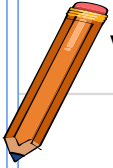
List 2 or more ways that a person can reduce the risk of Sexually Transmitted Infections if they choose to share a sexual relationship with a partner.

**For more information on Sexual Health, look here:**

- Island Sexual Health - [islandsexualhealth.org](http://islandsexualhealth.org)  
250-592-3479, 960 Quadra St., Victoria and  
250-544-2424, 2170 Mt. Newton Cross Rd., Saanichton



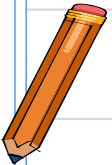
# Internet Safety



What is “catfishing”?



What are some ways that people get tricked through catfishing?



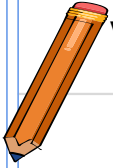
Would you be able to tell if you were being catfished? If so...how?



What are some ways to avoid being catfished?



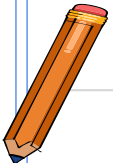
# Internet Safety



What is “cyberbullying”?



What are some examples of cyberbullying?

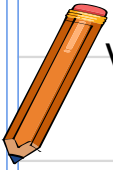


What consequences could someone face for cyberbullying?





# Internet Safety



What is a “digital footprint”?



Knowing this information, what are some safety precautions that you could take today?

Here is a list of some important tech security features to consider...

- Turn the location feature on your phone off for photos. Others can see the exact location for any posted picture.
- Cameras can be hacked. Never leave your laptop open when not in use and/or cover the camera/webcam with something like a sticker. People have been filmed unknowingly.
- You should have passwords for your devices. Passwords shouldn't be shared with anyone and they shouldn't be easy to guess (eg. 1234)



## Sexting/Nudes

By now you probably know that even when you delete a photo it is never truly gone. People can screenshot anything and the image remains on the server.

Also, a lot of social media companies (eg. Snapshot, Instagram, Facebook) have servers in the U.S., which doesn't have the same privacy laws as in Canada. If you share a digital photo with someone, it can easily be shared with large numbers of people.

Some people may use the threat of disclosure to control someone ie. with family, peers or an employer to control their behavior.

Did you Know?

Under Canadian law, publishing intimate photos of someone without their consent is a criminal offense? If convicted, the person may serve time in prison and have their rights to the internet restricted.

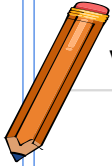
**For more information on Internet Safety, you can look here:**

- [privacycanada.net/online-esafety-cybersafebc.ca/resources-kids](http://privacycanada.net/online-esafety-cybersafebc.ca/resources-kids)



# Well-Being

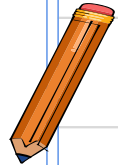
We know that looking after our health includes physical health, social health, sexual health and mental health. Each of these aspects of health are important.



When we think about mental health, what does “stigma” mean?




How is stigma negative?




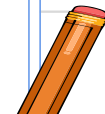
Issues around mental health can be complex. One area that we’re going to explore is Body Image. What do you think Body Image is?



# Well-Being

 What are some instances where someone can have an unhealthy body image?

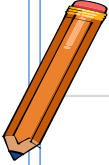
 What do you think body image represents?

 How do you think the media plays a role in shaping body image?

 What are some unhealthy ways in which people alter their bodies?



# Well-Being



What are some consequences associated with unhealthy altering of bodies?



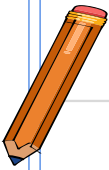
What are some things you could say to a friend who you think might be struggling with their body image?

**For more information on body image, you can look here:**

- [teentalk.ca/learn-about/body-image-2](https://teentalk.ca/learn-about/body-image-2)



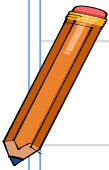
# Healthy Relationships



Take a minute and write down as many types of people as you can that we have relationships with. Eg. Friends,



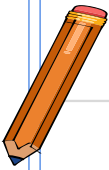
What do you think are the key elements of strong relationships? List at least 5.



One key element in strong, healthy relationships with people is communication. List some ways that we communicate with others? Eg. Face to face discussions,



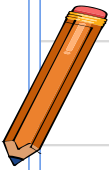
# Healthy Relationships



What are some ways that people can reinforce good communication in a relationship?



What are some ways that people can reinforce poor communication in a relationship?



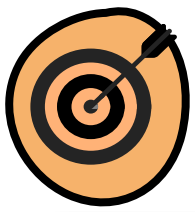
What might be some consequences of poor communication in any relationship?



## Activity

Create a 3-5 part comic strip where characters are either displaying good communication or poor communication. If your example is with poor communication, add underneath how the characters could have better communicated.





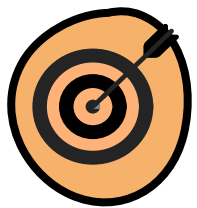
# Evaluating How You Are Doing

At the end of Term 1, highlight or circle where you think you are in relation to each of the four categories on the left of this chart. Think about all of the activities you have done during this term. At the end of Terms 2 and 3, use different colors. This will help to show your progress.

	Emerging	Developing	Proficient
Physical Literacy - skills demonstrated, strategies, knowledge			
Healthy and Active Living -level of fitness demonstrated, goal setting, work on nutrition			
Social and Community Health - healthy relationships, preventing abuse, consent, sexual health, internet saftey			
Mental Well-Being -strategies, well-being			

**Extending** - exceptional skills, fitness, knowledge, leadership:

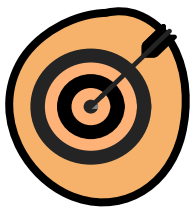
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# Learning Behaviours

At the end of Term 1, use a check mark to show how frequently you display each behavior during PHE classes. At the ends of Term 2 and Term 3, use a different color pen to show your progress.

Behaviors	rarely	sometimes	mostly	often
-positive attitude and excellent work ethic				
-listens and follows instructions respectfully				
-helps with equipment and set-up voluntarily				
-arrives on time and wears appropriate clothing and runners				
-participates in class discussions				
-completes missed activities in a timely manner				
-completes work in a timely manner				
-works cooperatively with and is supportive of peers				



# Self Reflection

## Term 1



Activities and Topics from this term: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Level of Proficiency you believe you've demonstrated during this term.

- Emerging
- Proficient

- Developing
- Extending

How often have you demonstrated effective learning behaviors this term?

- Rarely
- Mostly

- Sometimes
- Often

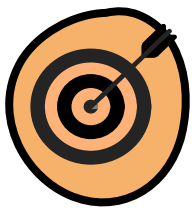
What you're most proud of this term?

- 
- 



Goals for maintaining or improving your progress for the next term:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Self Reflection

Term 2



Activities and Topics from this term: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Level of Proficiency you believe you've demonstrated during this term.

- Emerging
- Proficient

- Developing
- Extending

How often have you demonstrated effective learning behaviors this term?

- Rarely
- Mostly

- Sometimes
- Often

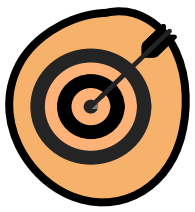
What you're most proud of this term?

- 
- 



Goals for maintaining or improving your progress for the next term:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Self Reflection

## Term 3



Activities and Topics from this term: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Level of Proficiency you believe you've demonstrated during this term.

- Emerging
- Proficient

- Developing
- Extending

How often have you demonstrated effective learning behaviors this term?

- Rarely
- Mostly

- Sometimes
- Often

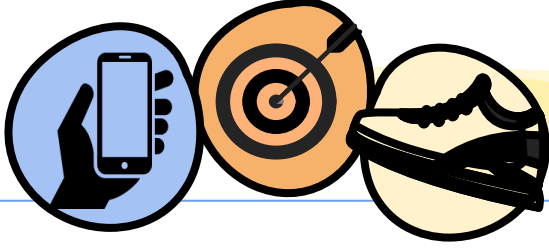
What you're most proud of this term?

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Goals for maintaining or improving your progress for the next term:

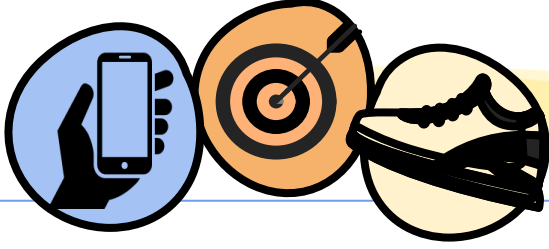
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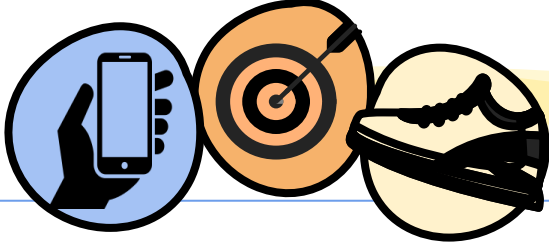


Lined writing area for notes.



# NOTES

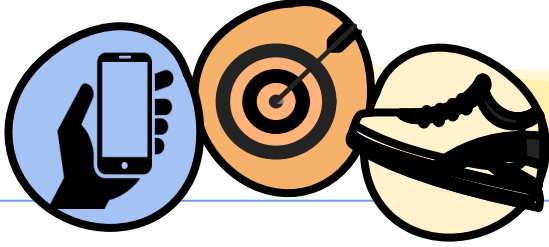




# NOTES

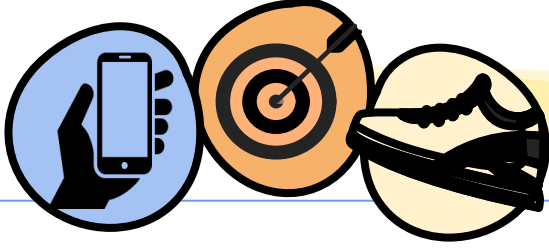






# NOTES





# NOTES



Lined writing area for notes.