Healthy Living 7

Curriculum Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2022

Table of Contents

Learning through the lens of Competencies and Skills

In 2015 the Council of Atlantic Ministers of Education and Training (CAMET) released their findings to a review of the Atlantic Canada Essential Graduation Learnings which had been developed in 1995 as a framework for curriculum development. The review questioned whether the existing model responded to the changing demands of work and life in the 21st century. This review resulted in an updated document, the Essential Graduation Competencies, placed emphasis on the importance of articulating clear statements of what learners are expected to know, be able to do, and reflect on by the time they graduate from high school. These competencies describe expectations, not in terms of individual curricular areas but in terms of attitudes, skills, and knowledge developed throughout the curricula.
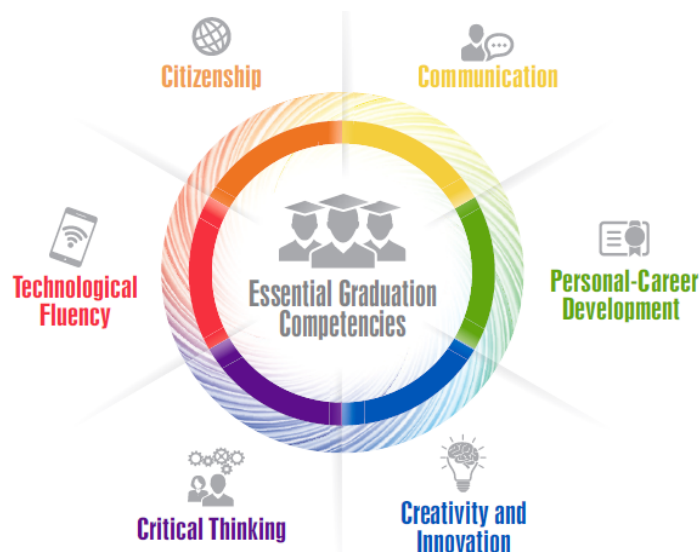
What are competencies?

Competencies are an interrelated set of attitudes, skills and knowledge that is drawn upon and applied in a particular context for learning and living. Competencies are developed over time through engagement in learning experiences and a supportive learning environment.

Citizenship (CZ)
Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context.

Personal-Career Development (PCD)
Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Communication (COM)
Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Creativity and Innovation (CI)

Learners are expected to demonstrate openness to new experiences, engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Critical Thinking (CT)

Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Technological Fluency (TF)

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning.

The renewed curriculum outcomes are comprised of skills, concepts, and opportunities for engagement with the competencies. Each outcome has suggested indicators to assist in developing those concepts and skills to demonstrate achievement. The design reflects an opportunity for a natural cross curricular approach.

- Indicators have been identified for each outcome; the indicators are aligned with competencies and are suggested ways to scaffold skill development through conceptual exploration in order to provide a depth of understanding in relation to the outcome.
- Concepts are the key ideas, information, and theories that learners come to know through the aligned skill. Guiding questions are offered as possible ways to approach learning associated with the skill and concept.

Competencies are listed at the end of each indicator. These are closely aligned with the combination of skill and concept that are found in the indicator. The competencies can be used by teachers to frame learning experiences. This framing provides opportunities for learners to engage with and develop the related competency.

Course Delivery

Learning will be enhanced through an inquiry-based approach. Inquiry-based learning requires learners to meaningfully engage in the experience/activity while reflecting upon the learning and the competencies and skills they are developing.

By delivering the curriculum through an integrated approach, higher level thinking and active participation are encouraged. This approach supports learners in a deeper understanding of content and offers expanded opportunities for achievement of outcomes in a meaningful way.

Inquiry Based Learning

Inquiry-based learning is an approach that promotes inquiry, the creation of ideas, and observation. The process typically involves investigations, aimed at answering a big question or solving a problem. These investigations require that students learn how to develop questions, look for information, and to identify possible solutions or conclusions.

Project Based Learning

Using "big ideas" as a starting point, students learn through practical projects that require them to acquire a thorough understanding of the subject that they can apply in the real world. This approach engages students in formulating questions, investigating for answers, building new understandings, communicating their learning to others, while developing critical thinking skills, collaboration, communication, reasoning, synthesis skills, and resilience. Project Based Learning typically is concluded with a final product that is presented to a school and/or a community-based audience.

How inquiry based learning benefits learners:
- Makes learning relatable and relevant for learners
- Provides motivation through contextual learning
- Helps learners integrate and practice concepts and theories learned in the classroom
- Creates opportunities for development of skills and success in learning

What could it look like in the classroom?
Learners will:
- Seek and pursue opportunities for innovation
- Introduce and test ideas
- Assess opportunities
- Set goals and action plans
- Demonstrate self-awareness
- Engage in ongoing reflection
- Take risks

How do I know it's working?
Learners are developing as:
- Flexible collaborators
- Reflective leaders
- Calculated risk takers
- Adaptive and resilient problem solvers
- Effective communicators
- Self-aware learner

How to Use This Guide

> Curriculum outcomes are statements of what a learner is expected to know and is able to do. Outcomes provide context for skill development in relation to the learning of concepts.

Outcome: Learners will analyse particle theory in relation environments

Environmental Action

Rationale

Particle theory is essential to understanding how substances in the enviro
well as how we can separate pollutants from natural systems. Exploration of solubility and concentration
will help learners analyse ways to determine environmental health. Inquiry into particle theory provides
the foundation for future studies in chemistry. In grade 8, concepts related to particle theory will be
further refined as students explore heat and the kinetic molecular theory through the theme of climate
change.

> The rationale provides a context for learning in relation to the concepts and skills learners will explore in this outcome.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)
- Technological Fluency (TF)

> These are the competencies that relate to this outcome.

Indicators

- Investigate pure substances and mixtures in relation to particle th
- Investigate methods of separation in solutions and mixtures (COM/CI/CT)
- Analyse the factors that affect solubility and concentration (COM/CT/TF)
- Measure the indicators of health of a local waterway with pro
- Analyse the health of a local waterway(CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (

> The indicators support the development of skills and concepts, and provide evidence of student learning. Teachers have flexibility in how the indicators are selected, used and, combined in order to respond to their learners.

> The competencies noted at the end of indicator statements identify the types of learning experiences that best support the outcome.

Concepts (and Guiding Questions)

Particle Theory
- How does the Particle Theory of Matter relate to mixtures and so
- How does the particle theory of matter relate to the dissolution o

Pure substances vs. Mixtures
- How do pure substances and mixtures compare?
- How do various mixtures and solutions compare?

Separation of Mixtures
- How can various mixtures be separated?
- How can pollutants be separated from our drinking water?

Solubility and Concentration
- How do solubility and concentration impact the effect of pollutants in the environment?
- How do different variables affect solubility and concentration?

> The concepts provide the context for skill development. Concepts may progress across grade levels as the degree of complexity increases and may be developed across curriculum areas.

> The guiding questions can provide starting points for inquiry and guide the development of skills and competencies.

Determining Environmental Health

- How can the health of an environment be determined?
- How can water be kept clean for drinking and as a habitat?
- How does pollution enter the environment?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

The first skill defined is the outcome skill and the others are the skills found in the indicators.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Measure

Background Knowledge

The following chart provides an alignment of related concepts between grade levels:

Grade 4	Grade 5	Grade 7	Grade 8
Learners will have investigated a variety of local natural habitats. Concepts included habitat components and characteristics, survival needs of organisms, how habitats can change over seasons and with time.	Learners will have tested how physical and chemical changes affect the properties of matter. Concepts included physical and chemical properties of matter, physical and chemical changes as well as conservation of mass.	Learners will analyse particle theory in relation to substances in environments. Learners will explore the following concepts: particle theory, pure substances vs. mixtures, separation of mixtures, solubility and concentration, determining environmental health.	will investigate heat in relation to particle theory.

Some courses include a table that describes the scope and sequence of the skills and concepts for this outcome.

Pollution provides the context for learning about particle theory in this outcome. Learners will explore the impact of various concentrations of substances in the environment. Learners will explore the concept of pollution and an understanding of particle theory will support the scientific knowledge that underpins the concept of pollution. An understanding of particle theory will support learners make decisions about what is safe or harmful for the environment.

The background knowledge provides an overview of the learners' experiences in relation to the skills and concepts of the outcome.

Data logging sensors (probeware) can be used to collect data from local environments. This provides opportunities to connect with the mathematics curriculum as well as careers in environmental management. Using probeware allows for the collection of a lot of data in a short period of time so the effort can be placed in designing controlled experiments and analyzing the data for real-life implications. Learners have had probeware available to them as early as grade 4.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in exploration of skills and concepts for this outcome can be done in any or based on the progression of learning. The experience described below is the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *analyse the factors* concentration when *measuring the indicators of health of a local wat*

> For each outcome you will find one sample learning experience relating to the skills, concepts, and competencies for a specific indicator.

> Guiding questions and learning experiences can be used to launch inquiry into the concept.

Indicators

- Investigate pure substances and mixtures in relation to particle theory (COM/PCD/CI/TF)
- Investigate methods of separation in solutions and mixtures (COM/CI/CT)
- **Analyse the factors that affect solubility and concentration** (COM/CT/TF)
- Measure the indicators of health of a local waterway with probeware (CZ/CI/TF)
- Analyse the health of a local waterway(CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (CZ/COM/PCD/CI/CT)

Overview

The teacher presents learners with the task of designing an experiment solubility and/or concentration. Depending on where learners are in may provide questions in the form of a design challenge: How do you dis of water? What is the fastest method to dissolve a sugar cube?

> This provides a quick description of the learning experience outlined in detail below.

Evidence of Learning for the indicator:

Analyse the factors that affect solubility and concentration

Evidence of learning can be gathered as learners design and conduct an information about factors that affect solubility and concentration. Furth through conversations about the validity and reliability of the data learn

> This section provides an overview of how assessment is embedded within the learning experience. The evidence of learning corresponds to the acquisition of skills and the understanding of concepts related to the outcome.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for teaching.

Description of learning experience for the indica

Analyse the factors that affect solubility and concentration

> This section details the steps for the sample learning experience and identifies the indicator in focus.

Potential Guiding Questions

- How do different variables affect solubility and concentration

> Guiding questions that relate to the concepts of the sample learning experience are listed here to help launch student inquiry.

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

-

Gather and select appropriate information

Learners can carry out their experiments and gather data. This may be done in small groups or pairs. Alternatively, learners may be placed into groups to discuss the various experimental designs and one design can be chosen to be conducted. Another option is to refine the experimental designs as a group to include elements from several members of the group into one design. This refined design can then be carried out. A discussion or mini lesson on how to effectively record data might help learners organize the experimental information that they will be gathering.

> Along with the steps for the learning experience, competencies have been identified that best align with the steps as described.

Essential Graduation Competencies

Technological Fluency
This provides learners the opportunity to use technology in a re and

> A description of the competency that could be developed through this learning experience.

The teacher should provide feedback with respect to lab safety, throughout the experiment.

🔍❓ Evidence of Learning (Observations)

While students are collecting experimental data, the teacher can p gathering information for analysis.

> Evidence of learning is gathered throughout the learning experience. Suggested opportunities are found in these boxes.

Determining importance of information and Communicate Findings

Learners can share their findings by exploring the following questions:

- How do the results of different experiments compare?
- What do the results mean in relation to pollutants in the environment?
- How is the factor that you inquired about important for pollution management?

Essential Graduation Competencies

Communication
This provides learners the opportunity to listen and interact purposefully and respectfully in formal and informal contexts.

🔍❓ Evidence of Learning (Conversations)

Learners **communicate** and discuss the **importance of the fin**dings.

🔍❓ Evidence of Learning (Products)

Learners **communicate their findings** on the factors that affect solubility and concentration.

Moving Forward

How are the variables you investigated relevant to substances in the

> The next steps are scaffolded towards learner independence and application of the skill as it relates to the outcome

Rationale

Adolescent learners face pressures that impact multiple dimensions of their health and well-being. They need life skills and strategies to make safe and healthy decisions at a time when peer influences, media influences, and social norms affect perceptions around substance use, sexual health, chance of injury, and health behaviours.

The first outcome is foundational and could be a place to start the year. It is important that learners engage in experiences that mirror authentic health contexts of adolescents.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Analyse ways in which peer, media, and social norms influence healthy decision-making (CZ, COM, CT, PCD, TF)
- Investigate healthy ways of coping with difficult emotions and challenging life circumstances (CZ, COM, CT, PCD)
- Investigate interpersonal skills that enhance health (CZ, COM, PCD)

Concepts (and Guiding Questions)

Influences on Healthy Decision-Making

- How does peer pressure influence one's ability to make safe and healthy decisions?
- How does the media influence our perception of health behaviours?
- How might societal expectations of gender expression affect physical, emotional, social, mental, and spiritual health?
- How do values and culture influence health related decision-making?
- How does the media influence health related decision-making?
- How can we determine reliable sources of health information from unreliable sources?

Healthy Ways of Coping

- How do I know when an activity has a calming effect on my body and mind?
- Why do certain leisure activities result in a sense of well-being?
- What can I do to experience health and well-being while experiencing difficult emotions?
- How do I know when a coping and self-management strategy and relaxation technique is working?

Interpersonal Skills that Enhance Health
- What strategies do I need to use to be safe in a social setting with friends?
  What strategies do I need to use to be safe in a social setting with people I don't know?
  What are ways to say no to risk when there is pressure to say yes?
- How do nonverbal and verbal cues affect relationships?
- How do I use interpersonal skills to communicate effectively?
- How do I identify and explore problems that I can and can't fix by myself?
- How do I identify people in my life and/or community I can ask for help and support?

Skills

Analyse
Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings

Investigate
Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Background Knowledge

Youth of all genders are growing up with messages about how to engage with the world. These messages come through multiple channels and can positively and negatively inform young people as to how they should act and behave, what kinds of activities they should do, and even how they should look. This messaging can also influence how they might cope with difficulties and how they engage in relationships. When young people face these pressures and expectations without understanding the life skills and assets they already have (or can develop), their health can be impacted. Health refers to a wholeness of being and includes the social, mental, emotional, and spiritual elements as well as the physical. Through the analysis of a suite of coping, self management, decision-making, and interpersonal skills, learners have the opportunity to become aware of their practicality in their everyday lives with the hope that they will begin to apply these skills to the health issues that may affect them now and the future. Understanding concepts and building health related knowledge is an important part of Health Education curriculum however, it is the development of life skills which will be protective factors when having to address life challenges.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may Investigate healthy ways of coping with difficult emotions and challenging life circumstances (by drawing on their superpowers) while they are analyzing ways in which peer, media, and social norms influence healthy decision-making.

Indicators

- Analyse ways in which peer, media, and social norms influence healthy decision-making (CZ, COM, CT, PCD, TF)
- **Investigate healthy ways of coping with difficult emotions and challenging life circumstances (CZ, COM, CT, PCD)**
- Investigate interpersonal skills that enhance health (CZ, COM, PCD)

Overview

This anchor exercise supports learning and teaching across many outcomes due to the expanse of risk scenarios that learners may find themselves in now and/or throughout their adolescent years and/or adult life. It also puts life skills (referred to as superpowers) front and center as those protective factors that impact healthy living. As teachers dive deeper throughout the year into the concepts and guiding questions of this outcome, this learning experience continues to be reinforced. The first time this lesson is done) it can easily be divided into multiple sessions based on the interests and conversations coming from learners. The first session can concentrate on the life skills/superpowers. Subsequent sessions will identify and explore relationships between health issues and superpowers/life skills. The health issues set the stage for the deeper inquiry into the skills and concepts within the outcomes to follow in this course.

Evidence of Learning for the indicator:
Investigate healthy ways of coping with difficult emotions and challenging life circumstances

Evidence of learning can be gathered through selecting, organizing and comparing the different "superpowers" (life skills) that learners use to cope. Further evidence can be collected as learners identify perspectives about applying these skills.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator
Investigate healthy ways of coping with difficult emotions and challenging life circumstances

Potential Guiding Questions
- What can I do to experience health and well-being while experiencing difficult emotions?
- How do I know when a coping and self-management strategy and relaxation technique is working?

> *The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Strategic Considerations and Opportunity:

This exercise has the potential to trigger emotions in participants. Invite support and collaboration from your school counsellors, Schools Plus, youth health centre coordinator, mental health clinician, Student support staff. Help-seeking is a highly useful superpower throughout a lifetime and a reinforced concept throughout multiple outcomes in this course and this lesson provides an opportunity to build relationships with those who have helping roles.

Teachers are reminded that this is an exercise that requires trust and respect – two community standards that should be identified at the beginning. As well, we remind that the space is confidential – we don't share people's stories outside the class. Teachers and other co-facilitators are encouraged to participate in the exercise as well.

Introduction:

Begin the lesson with a check in question, keeping it fun by making reference to the superheroes of pop culture: If you could have one superpower, what would it be and why?
The teacher can explain that young people their age already have superpowers – we call them life skills. Learners brainstorm the life skills they have and record them in some way to be shared later. This can be done as a whole group, small groups or individually.

Learners can be asked to think of and record 1-2 difficult emotions and challenging life circumstances (health issues) that they think might impact them during the teenage years. They do not need to share with anyone else, it is a personal exercise to provide anonymous examples for what is to follow.

Essential Graduation Competencies

Personal and Career Development
This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social-emotional well being of self and others

The teacher can collect the health issues and emotions and write them for the class to view.

In groups or as a class, learners refer to the life skills they generated earlier and discuss which are relevant for the specific health issue.

Essential Graduation Competencies

Communication
This provides learners an opportunity to engage in constructive and critical dialogue

? Evidence of Learning (Conversations)

Learners **identify the relationship** between life skills and specific health issues

Learners **locate relevant information** about coping strategies and the obstacles to implementing those strategies

In small groups or pairs, learners discuss ways that the life skills they have generated could be organized with respect to the dimensions of health (physical, mental, emotional, social, and spiritual health). The life skills could also be organized between those that are for coping with difficult emotions, and those that are for challenging life circumstances. Learners then identify similarities and differences among the life skills and discuss how certain skills can impact more than one dimension of health.

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to analyse information and evidence, suspending judgement and accepting ambiguity.

Responding to where learners are in their skill development, the teacher could provide these categories or ask them to develop their own categories.

? Evidence of Learning (Observations)

Learners **organize** life skills into relevant categories in relation to the dimensions of health.

? Evidence of Learning (Conversations)

Learners **identify the similarities, differences and relationships** between life skills and maintaining good health
As learners **compare** the applications of the life skills, the teacher can provide feedback on **identifying relationships** between dimensions of health.

The interactive portion of this exercise is not compulsory, but learners are encouraged to engage in discussion about which of the life skills they feel they already have, and which ones they feel would be useful to develop while they are in junior high.

Teachers may ask learners why they feel they need certain skills in the future. Facilitators are encouraged to ask some probing questions, for example:
1. Where do your skills come from?
2. How do you get new skills?
3. What would prevent someone from using their skills?
4. When do you know it's time to use a skill that you have?
5. Are there other super life skills that we haven't mentioned?
6. How and why do people use these skills in different ways?

Are you okay with the number of life skills you have now? When you leave this class, see if you notice superpowers you have but didn't know you have to solve problems that come up in your life.

Essential Graduation Competencies

Critical Thinking
This provides learners the opportunity to ask critical and purposeful questions; formulate decisions based on evidence; analyse and evaluate evidence.

Evidence of Learning (Conversations)

Learners can recognize that **perspectives** influence how life skills are applied.

Moving Forward
The teacher can thank the class for their participation and honesty and provide a reflection question to think about. Possible questions could be:

- What's on your mind from today's class?
- What life skill do you want to develop?
- What dimension of health do you want to explore?
- How might life skills help you cope with difficult emotions?

Rationale

In this outcome, learners will explore the relationships among healthy eating, physical activity and sedentary behaviours, use of smartphones and other emerging technologies, sleep, communicable disease prevention, and health. They will use these concepts to investigate positive adolescent health behaviours related not only to chronic disease and injury prevention, but also the promotion of physical, mental, emotional, social, and spiritual health.

Competencies

- Citizenship (CZ)
- Personal Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Investigate healthy behaviours for using new technologies and media (CZ, CT, PCD, TF)
- Question the relationship between sleep and health (CZ, CT, PCD, TF)
- Investigate the relationship between physical activity and health (CZ, CT, PCD)
- Analyse food choices and eating habits that contribute to health (CZ, CT, PCD)
- Compare ways for preventing the spread of communicable diseases (CZ, CT, PCD)

Concepts (and Guiding Questions)

Food Choice and Eating Habits

- Why is it important to recognize the difference between calorie dense and nutrient dense foods?
- How does healthy eating impact the health of the brain?
- How might nutritious food choices reflect cultural preferences and traditions?
- How might eating with others be experienced between generations and cultures?
- How are food choices impacted by financial influences?
- How can I engage in healthy eating habits in a cost-effective way?
- How do healthy eating habits influence the feeling of satiety?

Relationships between Sleep and Health

- How can communication devices impact both quantity and quality of sleep?
- How are sleep and risk of injury related?
- How do I know what behaviours contribute to getting a good night's sleep?
- How does sleep impact the health of the brain?
- How might sleep impact relationships?

Relationships between Physical Activity and Health

- How can physical activity impact the dimensions of health?
- How might participation in physical activity change during adolescence?
- How might communication technologies impact physical activity?

- How does active transportation impact health?
- How can I be safe during active transportation?

Healthy Behaviours for Technology
- How can technology be used in a healthy way?
- How do I determine the safety concerns of technology?
- How do I recognize the safety concerns of social media?
- How can technologies affect the quality of sleep?
- How can technology impact chances of injury?

Communicable Disease Prevention
- Why is it important to know how diseases are spread?
- Why are disease prevention methods important?
- Why is it important to know how to prevent the spread of communicable diseases?
- How does oral health contribute to disease prevention?

Skills

Analyse
Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Investigate
Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Question
Generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific inquiry question to investigate.

Compare
Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Background Knowledge

Major chronic diseases, including cancer, cardiovascular diseases, neurological disorders, chronic respiratory diseases, and diabetes continue to be the leading causes of all deaths in Canada. It is important that as we age, we live in good health and we can do this by adopting many interrelated health behaviours. Many chronic diseases can be prevented or delayed by health behaviours that contribute to all aspects of our health and sense of well-being. We know that healthy eating, being physically active, getting enough quality sleep, practicing good hygiene and other practices that protect the spread of communicable diseases, and taking care of our mental, social, and spiritual health interact together to impact our physical health and to lead longer, healthier lives.

All of these health behaviours have been addressed individually in previous iterations of Health Education curriculum grades 4-6, however this is the first time in grades 7 and 8 that health behaviours have been grouped so that students would see their interrelatedness and relationship to chronic disease prevention, and make clear the interrelationship between practicing health behaviours and all aspects of our health. This is the first time in the renewed curriculum since grade 1 that students have investigated the concept of sleep as an important health behaviour that contributes to good health.

Sleep is considered to be one of the most important but least understood health behaviour that impacts our health, longevity, and well-being. Science has made significant discoveries helping to understand the importance of sleep and what is happening to our bodies and brains while we are sleeping. There are many benefits of sleep. Among them include: supporting the immune system, regulating appetite, enhancing ability to learn, memorize, regulate emotions, enhance creativity, physiological and neural processes in our bodies. The connection between all dimensions of our health can not be understated. Sleep is integral to longevity. There are serious personal and public health consequences of not sleeping, and not sleeping well. Sleep can be challenging at all life stages, however, adolescence is a time when hormonal fluctuations can present unique challenges to young people who rise early for school, when in fact they tend to fall asleep later by design.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may question the relationship between sleep and health while they are investigating healthy behaviours for using new technologies and media.

Indicators

- Investigate healthy behaviours for using new technologies and media (CZ, CT, PCD, TF)
- **Question the relationship between sleep and health (CZ, CT, PCD, TF)**
- Investigate the relationship between physical activity and health (CZ, CT, PCD)
- Analyse food choices and eating habits that contribute to health (CZ, CT, PCD)
- Compare ways for preventing the spread of communicable diseases (CZ, CT, PCD)

Overview

Learners compare their prior knowledge about sleep and organize the details into facts, misinformation or not sure. Based on findings, learners generate questions for further inquiry.

Evidence of Learning for the indicator:

Question the relationship between sleep and health

Evidence of learning can be gathered through the asking and revising of questions, locating and organizing details relating to sleep and health. Further evidence can be collected as learners communicate the findings of their investigation.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Question the relationship between sleep and health

Potential Guiding Questions
- How do I know what behaviours contribute to getting a good night's sleep?
- How does sleep impact the health of the brain?
- How might sleep impact relationships?

> *The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction

The teacher can begin with a check in question for the class to consider: Would you like it if there was more time in a day? What would you do with a few extra hours in the day?

The teacher will share with learners that today the class will begin to question why humans sleep by finding out what they think about sleep, and how valid that information may be.

Invite learners to gather in small groups. Ask one person to be the recorder and another to be the reporter. The learners can record all of the questions they have about sleep.

The learners will then be directed to organize their questions into groupings with common themes, or connections. They can list or organize these questions in a way that makes sense to each group.

Essential Graduation Competencies

Personal and Career Development:
This provides learners an opportunity to develop the skills to build healthy personal and work relationships

🔍 Evidence of Learning (Observations)

Learners **generate questions** within their groups and identify common themes/connections.

Learners will now be offered an opportunity to provide possible answers to their generated questions. This activity serves as an introduction for learners to practice finding and organizing details and to recognize the knowledge that is in the room. The reporters swap groups then ask the questions that were generated in the first part of the activity.

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to reflect on personal ideas and opinions relative to the ideas and contributions of others

When the group has had enough time to answer their questions the reporters can share the findings. Other groups can add to their own responses based on what is reported. As a whole class, learners may also discuss which responses are fact, which are misinformation and which questions they are still uncertain about the answer. This provides a great opportunity for healthy debate and acknowledging the perspectives of others.

Based on the responses (or uncertainty) from the discussion and debate, learners return to their groups to further develop their questions. This could be incorporating an aspect shared by another group, expanding the question for deeper inquiry or generating a new question if their initial one was answered. Learners might also consider what new questions they could ask to help identify fact from misinformation.

Essential Graduation Competencies

Critical thinking
This provides learners an opportunity to develop curiosity, inquisitiveness and creativity, flexibility and persistence, open and fair mindedness.

It may also be helpful at this stage to share some guiding questions as a model or starting point to help learners develop their own complex inquiry questions:
- How do I know what behaviours contribute to getting a good night's sleep?
- How does sleep impact the health of the brain?
- How might sleep impact relationships?

Evidence of Learning (Conversations)

Learners revise and **develop their inquiry questions** using the feedback from class discussions and/or guiding questions.

When groups have chosen an inquiry question, they can share it with the class. Learners then discuss the potential questions and choose questions that the class could use for further inquiry on the topic of sleep.

Essential Graduation Competencies

Critical thinking
This provides learners an opportunity to work individually, cooperatively, and collaboratively in problem solving.

Evidence of Learning (Product)

Learners **choose a question for further inquiry** on the purposes and benefits of sleep.

The teacher can close the class by engaging learners in a discussion about the validity of information on topics related to health behaviours.
- Where can we look for reliable information and advice in order to make healthy decisions?
- How can we determine if something is information, misinformation or misinterpretations?

Moving Forward
To expand on this introductory learning experience related to sleep and health, the teacher can provide an inquiry-based learning experience on the topic of sleep.

Outcome: Learners will reflect on the importance of mental health literacy

Rationale

Learners continue to develop mental health literacy by investigating how the brain functions and its connection to mental, emotional, and physical health. They will understand that difficult emotions like stress, worry, fear, and anxiety play a vital role that signals them to engage in health promoting behaviors to cope with, manage, and adapt to the challenges of life. This builds resiliency; a "superpower" that will serve them during adolescence and throughout adulthood.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)

Indicators

- Investigate the function of the brain in health and illness (CT, PCD)
- Compare mental health states with mental illness (CT, PCD)
- Evaluate ways of effectively managing a stress response (CZ, CT, PCD)
- Investigate help seeking strategies (CZ, COM, CT, PCD)

Concepts (and Guiding Questions)

Function of the Brain

- Why is it important to understand how the brain functions?
- How do we recognize when the brain is not working well?
- How do health behaviours impact mental health?
- How does quiet leisure impact health and illness?
- How does illness influence mental health?
- How can I protect my brain against injury?

States of Mental Health and Mental illness

- How can adolescents effectively cope with mental health distress?
- Why is it important to understand how adolescents can effectively cope with mental health problems?
- Why is it important that mental health disorders are identified and diagnosed?
- How would someone know they have a mental health illness?
- Why is it important to know the difference between mental health states and mental illness?

Managing Stress Responses

- How do I identify a stress response and why I am experiencing it?
- How can I manage stress in my life?
- How does time management influence feelings of stress?

Help-seeking Strategies

- How can challenges and barriers to seeking help be overcome?
- How might help-seeking for a mental health problem or illness be influenced by gender?

- How can I support a friend or family member who is experiencing difficult emotions or a mental health problem?

Skills

Reflect

Ask questions of experiences and/or concepts. Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts. Evaluate perceptions and perspectives in relation to experiences and/or concepts. Synthesize perceptions, and perspectives in relation to experiences and/or concepts communicate the impact of the process.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.

Background Knowledge

We live in a world that often does not understand how difficult emotions play an essential role in mental health. Emotions like sadness, anger, disappointment, and frustration are all normal responses to life challenges. Negative thoughts and negative behaviours can also, then, be common responses to having difficult emotions. These all can lead to stress responses in people of all ages from young children through to adults. Exposure to daily stressors teaches our brain how to react (or cope) so that when we are faced with a more intense stressor, we've already developed and practiced the skills you need to handle the situation successfully. We have learned to adapt. We are becoming resilient. If we deprive children and youth of the opportunity to learn how to cope with stressors by eliminating stressors or by intervening to solve their problems, we're actually making it harder for them to grow into healthy and competent adults.

Learners in grades P-3 and 4-6 have been investigating the role that difficult emotions and feelings of stress and anxiety play in giving them important clues so that they can use healthy coping strategies to address those feelings. Also, beginning in grade Primary and reinforced every year children are in school, learners are provided opportunities to select safe adults in their lives who they can go to when/if they need help with difficult feelings and/or challenging times.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed

simultaneously. For example, learners may *compare mental health states with mental illness* while they are learning how to *evaluate ways of effectively managing a stress response*.

Indicators
- Investigate the function of the brain in health and illness (CT, PCD)
- **Compare mental health states with mental illness (CT, PCD)**
- Evaluate ways of effectively managing a stress response (CZ, CT, PCD)
- Investigate help seeking strategies (CZ, COM, CT, PCD)

Overview
Learners compare the words used to describe various states of mental health. Knowing and using the right words is important in understanding what mental health state category they or others are in. When learners can clearly describe how they are feeling, it can help them identify how to adapt to what they are experiencing, and it can assist with getting support or treatment, if necessary.

*Note: This lesson has been adapted from Module 2, Activity #3 titled "Language Matters" from Mental Health & High School Curriculum Guide: Understanding Mental Health and Mental Illness from teenmentalhealth.org

Evidence of Learning for the indicator:
Compare mental health states with mental illness

Evidence of learning can be gathered through the observation of similarities and differences in the words used to describe mental health. Further evidence can be gathered as learners identify relationships between the words and mental health states.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator
Compare mental health states with mental illness

Potential Guiding Questions
- Why is it important to know the difference between mental health states and mental illness?

> *The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction:

Check in: What are words you know that people use to describe how they are feeling when life feels challenging?

The teacher can explain that the words used to describe various states of mental health and that knowing and using the right words helps us understand what mental health state we or others are in.

The learners observe a list of words (below) describing various emotional states and look for any similarities between the list and what was said during the opening discussion.

Essential Graduation Competencies

Personal and Career Development
This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social-emotional well being of self and others.

Word List Describing Various Emotional States

- Upset
- Disgusted
- Heartbroken
- Forlorn
- Annoyed
- Demoralized
- Down
- Pensive
- Sad
- Angry

- Sorry
- Thoughtful
- Unhappy
- Bitter
- Sorrowful
- Disconsolate
- Disappointed
- Blue
- Glum
- Distressed

- Despondent
- Depressed
- Dejected
- Pessimistic
- Mournful
- Despairing
- Depression
- Irritation

Note: The word "depression" would be used to denote the diagnosis of a mental illness, while the word "depressed" would be used to denote a negative emotional state.

Evidence of Learning (Observations)

Evidence of learning can be collected as learners observe similarities and differences in the list and class generated words

Learners will now take the list of words including the words generated by the class and organize into four groups. Learners can choose how these words could be categorized based on criteria they select. The categories should reflect an increasing

Essential Graduation Competencies

intensity. A graphic organizer may be used to help learners arrange their groupings.

Learners will then share their grouping with the class. They can provide information about how they chose to categorize the words, and which words were selected representing highest intensity.

Critical Thinking:
This provides learners an opportunity to work individually, cooperatively, and collaboratively in problem solving.

🔍 Evidence of Learning (Observations)

Evidence of Learning can be gathered as learners are **identifying relationships** and **offering interpretations** of comparisons.

Next the teacher can provide the learners with the following scale of mental health states:
- no distress, problem, or disorder
- mental distress
- mental health problem
- mental disorder

To build on learners' understanding of mental health literacy, the teacher should lead a discussion about how these categories differ. Learners may also discuss how these new categories and their definitions align with the categories they created.

Essential Graduation Competencies

Personal and Career Development:
This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social-emotional well being of self and others.

🔍 Evidence of Learning (Conversations)

Evidence of Learning can be gathered as learners are **identifying relationships** between their categories and those provided.

Using the new categories, learners now reorganize the words as needed. Learners should consider the intensity and duration of emotional state as they reorganize the list of words into these categories.

Check out: What is something you understand about mental health states that you didn't know before today's class?

Moving Forward:

Finally, discuss which words are most commonly used for each category and why some words may be less appropriate for certain categories. As learners share their new understandings about mental health literacy, listen for how the use of words that describe skills and concepts related to mental health evolves (i.e. learners will begin to shift using words like depressed to using terms like mental health problem)

Rationale

Learners will know where and how to find reliable sources of sexual and reproductive health information, inclusive of all orientations and gender identities. They will investigate methods for preventing unintended pregnancy and sexually transmitted infections. They will explore puberty, brain development, and changing relationships as markers of the adolescent stage and how these relate to body image.

Sexual health education should be a positive experience where learners can ask questions in a safe, non-judgmental, participatory, and conversation-based environment.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)

Indicators

- Investigate ways for accessing sexual and reproductive health information (CZ, COM, CT, PCD)
- Compare methods of preventing unintended pregnancy and sexually transmitted infections and blood borne illnesses (COM, CT, PCD)
- Investigate physical, emotional, mental, social, and spiritual changes associated with adolescent growth and development (CT, COM)
- Analyse how body image impacts adolescent health (CT, PCD, CZ)
- Question the reliability of sexual health information (CT, COM, PCD)

Concepts (and Guiding Questions)

Adolescent growth and development

- How do puberty and the growing adolescent brain affect health and well-being?
- How do puberty and the growing adolescent brain impact everyday life?
- How might puberty, growth, and development impact me?

Body Image

- How can body image impact health?
- How can I identify where body image pressures come from?
- How is the concept of the "ideal" body image created for all genders?
- How do I recognize if body image perceptions are impacting my health?
- How does the media influence body image?

Pregnancy Prevention and Sexually Transmitted and Blood Borne Infections (STBBI) Prevention

- How can I prevent unintended pregnancy and STBBIs?
- How might the signs of pregnancy be recognized?
- How might the signs of sexually transmitted infections and blood borne illnesses be recognized?
- How can I determine a prevention method that will work for me?

Accessing Sexual and Reproductive Health Information

- How can I find reliable sources of information on preventing unintended pregnancy and STBBIs?
- Why is it important that there are inclusive sources of information?
- How can barriers for adolescents accessing contraception or receiving sexual health information be overcome?
- How can I seek help for sexual and reproductive health issues?
- How can I identify bias in Sexual and Reproductive Health Information?

Skills

Evaluate
Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.

Investigate
Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare
Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings

Analyse
Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Question
Generate questions in response to increasingly complex problems and/or issues; Choose and develop a specific inquiry question to investigate.

Background Knowledge

Reliable information on safer sex is something that everyone, regardless of gender identity or sexual orientation needs access to in order to prevent pregnancy and STBBIs. It is important that teachers use inclusive language so that LGBTQ+ are not marginalized when learning skills and concepts related to sexual and reproductive health.

By having learners engage in inquiry based learning experiences that focus on sexual and reproductive health concepts, learners will have the opportunity to talk more openly and confidently with each other, contributing to communication skills they will need to have healthy and safer intimate relationships as they grow.

Sexual health education is a component of Health Education beginning in grade Primary. The concept of pregnancy is first introduced in grade 4 with the introduction of the concept of puberty. It continues to be reinforced in grade 5 with the introduction of the systems of reproduction. The concept of STBBIs is first introduced through communicable disease prevention in grade 5 and reinforced in grade 6 when learners investigate the concept of sexually transmitted infections.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may Compare methods of preventing unintended pregnancy and sexually transmitted infections and blood borne illnesses while investigating ways for accessing sexual and reproductive health information.

Indicators
- Investigate ways for accessing sexual and reproductive health information (CZ, COM, CT, PCD)
- **Compare methods of preventing unintended pregnancy and sexually transmitted infections and blood borne illnesses (COM, CT, PCD)**
- Investigate physical, emotional, mental, social, and spiritual changes associated with adolescent growth and development (CT, COM)
- Analyse how body image impacts adolescent health (CT, PCD, CZ)
- Question the reliability of sexual health information (CT, COM, PCD)

Overview
This learning experience offers opportunities for learners to engage in safe discussions about sexual and reproductive health. Learners begin with discussions about sex and intimacy, leading into methods of protection used to prevent unintended pregnancy, sexually transmitted infections and blood borne illnesses. As a class they will construct questions to guide research and explore the reliability of information sources.

*This learning experience is adapted from a lesson in Beyond the Basics: A Resource for Educators on Sexuality and Sexual Health. To extend this modified learning experience, see Beyond the Basics: A Resource for Educators on Sexuality and Sexual Health, Chapter 9.

Evidence of Learning for the indicator:
Compare methods of preventing unintended pregnancy and sexually transmitted infections and blood borne illnesses

Evidence of learning can be gathered as learners ask questions to make observations about methods of preventing pregnancy and sexually transmitted infections. Further evidence can be gathered as learners determine the similarities and differences, identify relationships and offer an interpretation of their findings.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Compare methods of preventing unintended pregnancy and sexually transmitted infections and blood borne illnesses

Potential Guiding Questions
- How can I prevent unintended pregnancy and STBBIs?
- How can I determine a prevention method that will work for me?

> *The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Check in: Do you think it is important that youth are able to talk openly about sexual and reproductive health at school? Why?

Introduction
The teacher can ask learners to write what the terms sex and intimacy means them. Invite learners to share their ideas if they feel comfortable- the teacher may want to create an ongoing list for the learners to see and later for discussion. The teacher can offer the following questions to facilitate a class or group discussion:

- How can intimate partners clarify their intentions?
- How can intimate partners communicate consent?
- How can intimate partners discuss protection from sexually transmitted infections and blood borne illnesses (STBBIs), and unintended pregnancy?

After discussing the last question in the list, the teacher can invite a conversation around methods that can be used to protect against sexually transmitted infections and blood borne illnesses (STBBIs), and unintended pregnancy. Using the methods that are provided, the teacher will facilitate a class discussion to co-construct a series of questions.

Essential Graduation Competencies

Personal and Career Development
This provides learners an opportunity to develop skills and practices to advance the physical, mental, and social emotional well being of self and others.

These questions will be used to find relevant and reliable information about each method. Sample questions may include:

- What is the purpose of this method?
- How does this method work?
- How successful is this method?
- How is this method acquired?
- What is the cost?
- Where would you go to locate information?

Learners will conduct research on a selected method of protection using multiple sources. They are encouraged to use a series of sources (books, websites, elders, interviews/conversations, prior knowledge, etc.) to find the answers to the class questions. Though they will engage in this more fully later in the learning experience, learners should consider the reliability of the sources they consult for information.

Essential Graduation Competencies

Critical Thinking:
This provides learners an opportunity to synthesize information from relevant and reliable sources.

🔍 Evidence of Learning (Observations/Products)

Evidence of learning can be gathered as learners **make observations** about the characteristics of a method of protection from a variety of sources.

- How would you know where to find the most reliable information?
- How do I determine the dependability and reliability of the information I've collected?

Using the information they have collected, learners devise the best way to organize the information. Learners then look for similarities and differences in their findings as a way to determine the reliability of the information. It will be important for learners to also consider the perspective of the sources in relation to reliability (i.e. a medical professional suggesting the use of condoms compared to the website for a condom manufacturer).

Essential Graduation Competencies

Critical Thinking:
This provides learners an opportunity to analyse and evaluate evidence, arguments, and ideas as well as recognize that experiences shape points of view.

Evidence of Learning (Conversations)

Evidence of learning can be gathered as learners **identify similarities and differences** in the information **and identify relationships** and perspectives of the sources.

Upon completion of the inquiry, groups can share their findings.

- Which contraception methods could be used to prevent pregnancy?
- Which methods could be used to prevent STBBIs?
- What methods prevent both?
- How did you determine reliable sources and information?

Essential Graduation Competencies

Communication:
This provides learners an opportunity to express and respond to ideas, information, learnings, perceptions, and feelings appropriate to audience and purpose

Evidence of Learning (Conversations)

Evidence of learning can be gathered as learners **identify similarities and differences** in the information **and identify relationships** and perspectives of the sources.

Check out: What is something that you learned about contraception that you didn't know before?

Moving Forward
- How might economic factors impact decision-making around contraceptive use?

Rationale

As learners experience the physical, emotional, social, and cognitive changes that occur during puberty and adolescence, relationships with friends, families, and peers can change. Learners will explore healthful ways of addressing and coping with relationship challenges, as their circle of relationships grows on and offline. They will investigate ways to increase their personal safety in both online and offline environments and discuss how social media and other forms of media impact perceptions of healthy relationships.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- Investigate the importance of addressing challenges in relationships with family, friends, or peers (CZ, COM, CT, PCD)
- Formulate ways for engaging in safe relationships online and offline (CZ, CI, COM, CT, PCD)
- Analyse ways of recognizing healthy and unhealthy relationships (CZ, COM, CT, PCD)
- Investigate the risk of commercial sexual exploitation among youth (CZ, COM, CT)
- Evaluate the impacts of unhealthy relationships on the dimensions of health (CT, PCD)

Concepts (and Guiding Questions)

Healthy Ways of Addressing Challenges in Relationships

- Why do relationships grow, change, or end as time progresses?
- How can I address challenges in relationships at home or at school?
- How can I express my needs?

Engaging in Safe Relationships

- How do online relationships compare with offline relationships?
- How does personal boundary setting influence being physically, emotionally, socially, and sexually safe as our relationships grow?
- Why is it important to know how to be safe in online and offline relationships?
- Why are the laws related to sending, receiving, or purchasing sexually explicit images online necessary to understand?

Recognizing Healthy and Unhealthy Relationships

- Why are relationships different?
- How can I recognize what makes a relationship healthy and unhealthy?
- How do the roles of family, friendships, and peers change during adolescence?

Commercial Sexual Exploitation of Children and Youth

- Who is at risk?
- How would I know if an activity is Commercial Sexual Exploitation of Children and Youth?
- How are young people recruited?
- How can myths about Commercial Sexual Exploitation of Children and Youth contribute to risk?
- How would I recognize signs of myself or another being recruited?
- Where can I go for help for myself or for someone else if Commercial Sexual Exploitation is suspected?
- Why are language and terms used around Commercial Sexual Exploitation of Children and Youth important to know?

Skills

Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Formulate

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions or findings; Identify potential new problems and/or issues; Justify decisions and/or findings.

Background Knowledge

Healthy relationships play an important role in helping youth cultivate their identity and develop communication and interpersonal skills that can positively impact the many facets of their health as adolescents and as adults. Unhealthy relationships pose risks that may have long-lasting impacts.

Through inquiry into what constitutes healthy and unhealthy relationships, youth are able to reflect on how their own relationships impact all facets of their health and well-being. As they build awareness of

their personal boundaries - and boundary violations should they occur- they begin to understand when and how to seek help if they find themselves in an unhealthy relationship.

Friendship is a concept that was introduced in grades Primary-3, revisited in grades 4-6. In grade 7, learners will reflect on the different types, or levels, of friendship that exist in their lives (e.g. online, offline, acquaintances, classmates, close friends, a best friend), the characteristics of a healthy friendship, and likewise what makes a friendship unhealthy. In grade 8, learners will continue to explore healthy relationships within the context of dating relationships.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may formulate ways for engaging in safe relationships by analysing ways of recognizing healthy and unhealthy relationships.

Indicators
- Investigate the importance of addressing challenges in relationships with family, friends, or peers (CZ, COM, CT, PCD)
- Formulate ways for engaging in safe relationships online and offline
  (CZ, CI, COM, CT, PCD)
- **Analyse ways of recognizing healthy and unhealthy relationships** (CZ, COM, CT, PCD)
- Investigate the risk of commercial sexual exploitation among youth (CZ, COM, CT)
- Evaluate the impacts of unhealthy relationships on the dimensions of health (CT, PCD)

Overview
In this lesson, learners analyse friendships in pop culture (books, film, television) in order to recognize the characteristics of healthy and unhealthy relationships.

Evidence of Learning for the indicator:
Analyse ways of recognizing healthy and unhealthy relationships

Evidence of learning can be gathered through selecting characteristics of healthy and unhealthy friendships in pop culture. Further evidence can be as learners use these characteristics to communicate how to recognize healthy and unhealthy friendships.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator
Analyse ways of recognizing healthy and unhealthy relationships

Potential Guiding Questions
- How can I recognize what makes a relationship healthy and unhealthy?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction:
- What behaviours and actions are common among friends in pop culture?
- How do they treat each other?

The teacher invites learners to think of a book/tv show/movie that highlights a friendship. In small groups with similar interests (self select based on book/show) learners identify a few of the friendships that the main character has with other characters, ideally some positive and some negative. They then identify the characteristics that describe those friendships.

Essential Graduation Competencies

Communication:
This provides learners an opportunity to listen and interact purposefully and respectfully in formal and informal contexts

Evidence of Learning (Conversation)

Learners **gather and select information** about friendships by discussing their chosen character(s).

Next, learners further examine the friendships they have identified by determining if their characteristics reflect a healthy or unhealthy friendship.

The teacher may provide learners with the following questions to guide their analysis:
- Which characteristics are healthy and why?
- Which characteristics are unhealthy and why?
- Which characteristics are ambiguous or situation dependent?
- How does the author indicate the nature of the friendship?
- How can I recognize what makes a friendship healthy or unhealthy?

Once groups have categorized the relevant characteristics, they share them with the whole class to create a master list of healthy and unhealthy relationship characteristics.

Essential Graduation Competencies

Personal and Career Development
This provides learners an opportunity to develop the skills to build healthy personal and work relationships.

Evidence of Learning (Observation/product)

As learners find **valid** healthy and unhealthy characteristics, the teacher can provide feedback as to the **relevance** of the characteristics to the overall relationships.

The teacher should bring attention to the unhealthy characteristics column.

Returning to their interest groups, learners further analyse the unhealthy relationships and discuss how they know the relationship is unhealthy. Learners also explore how the characters might come to the same (or opposing) conclusion.

The teacher can offer the following questions to aid in this analysis:
- How do you (the reader/viewer) know that they are in a healthy or unhealthy relationship?
- How might the character recognize the nature of the friendship?
- What actions or events might cause them to reflect on the friendship?
- How do the friendships change throughout the book/show?

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to recognize that experiences shape points of view (perspectives).

Evidence of Learning (Observations)

Learners discuss their own and the character's **perspective** to provide evidence as to why they think a given friendship is unhealthy.

The small groups then share their unhealthy examples with the whole class including the perspective of the character. Learners may engage in constructive debate about whether or not the relationships are unhealthy to further examine perspectives.

Essential Graduation Competencies

Communication
This provides learners an opportunity to engage in constructive and critical dialogue.

The teacher may also add that a difference in perspective about the nature of a relationship can in itself be unhealthy. This can lead to further discussion about dichotomy in perspective.

Evidence of Learning (Observations)

Through the debate, learners **communicate** how they know relationships are healthy and unhealthy using evidence to support their position.

Moving Forward

If learners are comfortable doing so, they could continue their exploration of types of relationships:

- How can I reflect on the relationships I have?
- Can people be in an unhealthy relationship and not know it?
- How can I recognize what makes a relationship healthy and unhealthy?
- How can I safely repair or end unhealthy relationships?

Outcome: Learners will reflect on the impact of substance misuse on adolescent health

Rationale

Learners will investigate risk, harm, and social pressures of using substances that demonstrate a pattern of use in a community (alcohol, cannabis, tobacco, vaping products, caffeine, non-prescribed prescription drug). This will equip adolescents with the coping and resiliency skills to adapt to their changing circumstances and to deal with past, present, and future challenges in healthy ways

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- Formulate strategies for confronting social influences and pressures to use substances (CZ, CI, COM, CT, PCD)
- Compare strategies for coping with pressures and difficult emotions (CZ, CI, COM, CT, PCD)
- Investigate injuries related to substance misuse (CZ, COM, CT, PCD)
- Investigate the harms associated with the use and co-use of alcohol, cannabis, tobacco, vaping products, caffeine, and prescription drugs (CZ, COM, CT, PCD)

Concepts (and Guiding Questions)

Confronting Social Influences and Pressures to Use Substances

- How can social pressures play a role in adolescent substance use?
- How does media influence the perception and culture of alcohol, cannabis, tobacco, and other substance use?

Coping with Pressures and Difficult Emotions

- How does having healthy relationships with friends, families, and peers help to cope with stress, difficult situations, and emotions?
- How do health behaviours help in coping with stress, difficult situations, and emotions?
- How do I know if a way of coping is healthy?

Injury Related to Substance Misuse

- Why is it important to know the prevalence of substance related death and injury among adolescents ages 12-25?
- How might I refuse substances among my peers?

Harms Associated with Use and Co-use
- Why is it important to find reliable information about the impact of the co-use of substances?
- How can I predict the short-term impacts of use and co-use of substances?
  How can I predict the long-term impacts of use and co-use of substances?
- How can adolescent substance use affect physical health?
- How can adolescent substance use affect mental and emotional health?
- How does substance use affect adolescent brain development?

Skills
Reflect
Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Formulate
Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Compare
Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Investigate
Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Background Knowledge
There is a complex interplay of factors that may lead youth to use substances. We know that the marketing, advertising, and availability of a substance can increase substance use in youth. We also know that youth are more likely to use substances as a coping mechanism when they have experienced abuse and other forms of trauma. We know that youth use substances to fit in with their friends and peer group, and we know that youth are influenced by pop culture, celebrities, and the social environment around them. Youth are especially vulnerable to marketing and are often the target of advertising and marketing of alcohol, tobacco, and now vaping products. But we also know that there are protective factors that can help build youth resilience, such as stable environments and positive family and caregiver relationships

It is important to keep in mind that while most youth are not vaping, we are seeing an alarming number of non-smoking youth beginning to vaping in Canada. This trend is very troubling, especially because of what we know about nicotine and the degree to which companies market their products to youth.

Students were first introduced to the tactics used by companies to advertise and market substances such as alcohol, cannabis, tobacco, caffeine. This is the first time that students will most likely have investigated tactics used by companies to specifically address vaping and vaping products.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *formulate strategies for confronting social influences and pressures to use substances* by *investigating the harm associated with the use and co-use of substances.*

Indicators

- Formulate strategies for confronting social influences and pressures to use substances (CZ, CI, COM, CT, PCD)
- Compare strategies for coping with pressures and difficult emotions (CZ, CI, COM, CT, PCD)
- Investigate injuries related to substance misuse (CZ, COM, CT, PCD)
- Investigate the harms associated with the use and co-use of alcohol, cannabis, tobacco, vaping products, caffeine, and prescription drugs (CZ, COM, CT, PCD)

Overview

In order to formulate strategies to confront social influences and pressures to use substances, learners must first be aware of social influences and pressures. Advertising, marketing, and media is but one influence. Vaping has emerged as a context that will be relatable to youth, but there are many social influences that can be explored.

Evidence of Learning for the indicator:

Formulate strategies for confronting social influences and pressures to use substances

Evidence of learning can be gathered as learners brainstorm ideas that can confront the influences felt in the activity. Further evidence can be gathered as they are choosing and refining their ideas to best suit their intended audience and evaluating their choices.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Formulate strategies for confronting social influences and pressures to use substances

Potential Guiding Questions

- How can social pressures play a role in adolescent substance use?
- How does media influence the perception and culture of alcohol, cannabis, tobacco, and other substance use?

Introduction:

Learners will have an opportunity to explore the Guiding Question:
- How does the media influence the perception and culture of tobacco use?

Check in:
- When/where did you first notice vaping becoming popular?
- What do you think about it?

After the class has had an opportunity to respond to the check in questions, learners may have questions about vaping technology. This may require additional investigation prior to engaging with this learning experience.

Learners will be asked to find examples of vaping advertisements. Learners will consider the advertisements and/or images and discuss the following questions in groups or as a class:
- What information is conveyed by the advertisement?
- Who is the audience?
- How does the advertisement appeal to an audience?
- How effective is the advertisement?
- What information is missing from the advertisement?
- Why might companies distort the perception of substance use?

The teacher can collect answers that learners are offering, to have available for them as they engage in formulating strategies to confront pressures to use substances.

In small groups, learners will have an opportunity to brainstorm possible ways to confront pressure felt from advertisements to use substances. They can refer to the class discussion notes to help brainstorm possible ideas.

At this stage, learners should be encouraged to offer any and all possible ideas they have. For example, learners might want to:
- Modify an advertisement with updated health information
- Respond to an advertising company
- Create a Public Service Announcement
- Organize a guest speaker from a vaping cessation program
- etc...

Essential Graduation Competencies

Creativity and Innovation:
This provides learners an opportunity to use strategies to identify problems as well as collaborate to create and innovate

---

🔍 Evidence of Learning (Observations)

Evidence of learning can be collected as learners **brainstorm ideas** that could be used to respond to the pressures felt from the advertisements.

Using the brainstorm, learners will have an opportunity to choose several ideas based on feasibility or other parameters. Learners should then prioritize the ideas that may best confront a selected advertisement. They may want to:
- Prioritize ideas based on interest of the group
- Select a specific advertisement and then organize ideas that could best respond
- Select one idea to refine individually then present as options
- etc.

Learners can then refine their chosen idea in order to best respond to the specific advertisement, the company, or the overall issue.

Essential Graduation Competencies

Critical Thinking:
This provides learners an opportunity to work individually, cooperatively, and collaboratively in problem solving

🔍 Evidence of Learning (Observations)

Evidence of learning can be gathered as learners identify and apply parameters to **prioritize** and **refine** their ideas.

Now that learners have refined their idea(s), they can have an opportunity to share with the class. The teacher can keep track of the ideas.

After learners have shared their ideas, the teacher can facilitate a discussion to help them evaluate the choices made. This can be through a co-constructed series of questions that are applied to each idea, or sample questions might include:
- How does the idea respond to the issue?
- Who is the target audience?
- How will I know the impact of the idea?
- How feasible is the idea to enact?

Learners can explore the co-constructed questions as they apply to the refined idea. This can be through conversation, comparison, group analysis, etc.

Essential Graduation Competencies

Citizenship:
This provides an opportunity to analyse possible consequences of decisions, judgements, and solutions to problems.

Evidence of Learning (Conversations/Observations)

Evidence of learning can be gathered as learners **evaluate their choices** in relation to the co-constructed questions.

Moving Forward

Following this learning experience there is an opportunity for conversation around other influences of substance use/misuse and also to engage with the guiding question:
- How can social pressures play a role in adolescent substance use?