

Healthy Living 8

Curriculum Guide

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Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

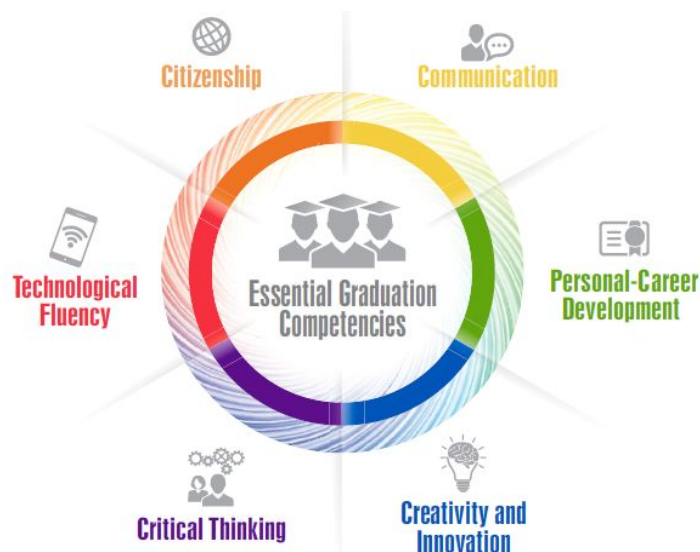
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Table of Contents

Learning through the lens of Competencies and Skills	2
What are competencies?	2
Course Delivery	3
How to Use this Guide	5
Learners will analyse how life skills influence physical, mental, emotional, social, and spiritual health	9
Learners will analyse the relationships between health behaviours and physical, mental, emotional, social, and spiritual health	15
Learners will reflect on the importance of mental health literacy	20
Learners will evaluate ways to access reliable sexual health information that positively impacts adolescent sexual and reproductive health	26
Learners will reflect on how relationships impact physical, mental, emotional, social, and spiritual health	31
Learners will reflect on the impact of substance misuse on adolescent health	36

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

Outcome: Learners will analyse particle theory in relation to environmental health.

Environmental Action

Rationale

Particle theory is essential to understanding how substances in the environment behave, as 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.

Competencies

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

Indicators

- Investigate pure substances and mixtures in relation to particle theory (CZ/COM/CI/CT)
- 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 probes (CZ/COM/CI/CT)
- Analyse the health of a local waterway (CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (CZ/COM/CI/CT)

Concepts (and Guiding Questions)

Particle Theory

- How does the Particle Theory of Matter relate to mixtures and solutions?
- How does the particle theory of matter relate to the dissolution of solids?

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?

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.

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

These are the competencies that relate to this outcome.

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.

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.	Learners 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 analyse the impact of various concentrations of substances in the environment. The concept of pollution and an understanding of particle theory will support scientific knowledge that underpins the concept of pollution. An understanding of particle theory allows learners to make decisions about what is safe or harmful for the environment. 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.

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

Learning Experiences

The suggested indicators are organized in a way to scaffold learning. The exploration of skills and concepts for this outcome can be done in any order 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 that affect solubility and concentration* when *measuring the indicators of health of a local waterway*.

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 to investigate solubility and/or concentration. Depending on where learners are in the course, the teacher may provide questions in the form of a design challenge: How do you dissolve the most sugar in 200 mL 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 experiment to collect information about factors that affect solubility and concentration. Further evidence can be gathered through conversations about the validity and reliability of the data learned.

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 indicator:

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 relevant and meaningful way.

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 provide feedback on the quality of the data gathered 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 findings.



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 environment?

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

Outcome: Learners will analyse how life skills influence physical, mental, emotional, social, and spiritual health

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 adolescence

Competencies

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

Indicators

- Analyse factors that impact 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)

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 does industry market alcohol, tobacco products, cannabis and caffeine products to children and adolescents?
- How can societal expectations of gender expression affect physical, emotional, social, mental, and spiritual health?
- How do values and culture influence health related decision-making?
- How do the social determinants of health impact health outcomes?
- 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?
- What leisure activities enhance a sense of well-being in my life?
- How can I cope with and manage difficult emotions to keep relationships in my life healthy?

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 I use interpersonal skills to communicate effectively?
- How do nonverbal and verbal cues affect relationships?
- 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

Analyze

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.

In grade 8, teachers have an opportunity to expand the go deeper into inquiry of what can make young people more resilient to the life challenges/pressures faced by adolescents by introducing the idea of the social determinants of health.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The pairing of skills and concepts here can be done in any order, concurrently, or selectively based on where students are in their 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, students may Investigate healthy ways of coping with difficult emotions and challenging life circumstances (by drawing on their superpowers) while they are learning how to analyze ways in which peer, media, and social norms influence healthy decision-making.

Indicators

- Analyse factors that impact 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 its expanse of reference to risk scenarios that students may find themselves in now and/or throughout their adolescent years and life. It also puts life skills (referred to as superpowers) front and center as those protective factors that impact health. As learners dive deeper throughout the year into the concepts and guiding questions relating to this indicator, this learning experience continues to be reinforced. The first time this lesson was done in grade 7 it focused on life skills and emotions, now the opportunity in grade 8 lies in expanding the conversation and thinking on challenging life circumstances and the use of life skills. This can allow a safe place for topics such as systemic racism, intergenerational trauma, poverty, and gender to begin to take shape. It may be the first time that some students will consider the social determinants of health.

Evidence of Learning for the indicator:

Investigate healthy ways of coping with difficult emotions and challenging life circumstances

Evidence of learning can be gathered as learners select, organize, and compare the different “superpowers” (life skills) that learners use to cope. Further evidence can be collected as learners identify perspectives about the application of 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

- How can I cope with and manage difficult emotions to keep relationships in my life healthy?

*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:

The teacher can begin the lesson with a check in question, keeping it fun by making reference to the superheroes of pop culture:

- If you could have had one superpower over the past few days, which one could you have used?

The teacher can explain that adolescence is a time where certain pressures and expectations often begin to face youth, but that they may have some protective strategies (superpowers) in place to help them fight back.

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 have faced in the recent past or may face in the future. 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 rewrite them for the class to view. The class can select one, with the teacher and class discussing which life skills might support someone as they encounter the challenging life situation. The following questions may be helpful in order to facilitate discussion:

- How do you know which life skills may be helpful in this scenario?
- How do we identify a life skill that may be helpful?

- How are life skills used in this scenario?
- Why might some life skills be a better support here than others?

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, and how they may be used.



Essential Graduation Competencies

Communication

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

When ready, the groups can share their findings with the class, including the details that helped them make their decisions.



Evidence of Learning (Conversations)

Evidence of learning can be gathered as learners **identify the relationship** between life skills and specific health issues. Further evidence can be gathered as learners select **relevant information** about life skills to use when sharing their findings.

In small groups or pairs, learners discuss ways that the life skills they have chosen relate to the information shared from other groups.

Learners then identify similarities and differences among the life skills, how they were described and used by each group.



Essential Graduation Competencies

Critical Thinking

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



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **organize the information** shared by groups in order to **compare** the use of life skills.

The teacher can facilitate a class discussion that provides an opportunity for learners to explore where their comparisons showed differences in the way life skills are used or considered.

Some questions to aid in facilitation could be

- How were the skills used in different circumstances?
- Why were the skills used in different ways?
- How do lived experiences influence us?
- Why might context play a role in the use of life skills?



Essential Graduation Competencies

Communication

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



Evidence of Learning (Conversations/Observations)

Evidence of learning can be gathered as learners 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 sort of impacts of health issues do you want to explore?
- How might life skills help you cope with difficult emotions?

Outcome: Learners will analyse the relationships between health behaviours and physical, mental, emotional, social, and spiritual health

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 can learning how to cook positively impact health?
- How does healthy eating impact the health of the brain?
- How might nutritious food choices reflect cultural preferences and traditions?
- How are societal eating habits changing?
- How do healthy eating habits influence the feeling of satiety?

Relationships between Sleep and Health

- Why is it important to know the benefits of NREM and REM stages of the sleep cycle?
- How does understanding the role of melatonin and circadian rhythms help in cultivating good sleep habits?
- How do my choices impact my sleep?
- How do I know I am getting a good night's sleep?
- How does lack of sleep contribute to increased risk of injury?
- How does sleep impact relationships?

Relationships between Physical Activity and Health

- How can sedentary behaviours be reduced during the school day?

- How might participation in physical activity change during adolescence?
- How might the use of technologies impact physical activity?
- How can people be physically active in safe ways?

Healthy Behaviours for Technology

- Why is it important to have boundaries when using new technologies?
- How can I balance the use of technology with other goals?
- What strategies can I use to set technology aside to focus on a task?
- How can I manage leisure time and time spent with technology use?
- How can technology affect the quality of sleep for adolescents?

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?
- Why is it important to be aware of the information shared regarding vaccines?
- How do vaccines impact community health?

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

The internet, though no longer new, is an environment where children, youth, and even adults are still learning how to navigate it in safe ways. While the online world can be a helpful and insightful place for children and youth -- to connect with and learn from others, share what they know, learn about cultures and environments they may never visit, and conduct research -- as with other environments that have safety considerations for children and youth, the internet can also be a potentially dangerous environment.

There is a growing number of concerns that schools and families of young children and school-aged children and youth face addressing the negative impacts associated with use of the internet including,

but not limited to, taking and sharing of photographs of self and others, sharing of personal information, increased access to pornography and misinformation in the area of sexual health, and self/peer exploitation. It is a growing concern that children, youth, and indeed the adult population do not seem to understand that what we say, do, and post online can have consequences for self and others.

Rather than simply conveying safety messaging, children and youth participatory methods and relevant scenarios have the opportunity to rehearse decision-making and risk reduction strategies while fostering life skills such as the capacity to problem solve, think critically, develop assertiveness and refusal skills, identify safe adults, build healthy relationships and identify unhealthy relationships that can leave them vulnerable to health harms and sexual exploitation.

Cyberbullying and the sharing of sexual images can seriously impact the trajectory of a teen's life. Naturally, many youth struggle to come forward and ask for help when managing the onslaught of bullying behaviour from peers when a sexual picture of them is shared and/or posted online.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The pairing of skills and concepts here can be done in any order, concurrently, or selectively based on where students are in their 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, students may *investigate healthy behaviours for using new technologies and media* while they *question the relationship between sleep and health*.

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

This learning experience recognizes and explores important issues that youth face. They have an opportunity to investigate questions relating to the initial topic, in order to identify ways that they can recognize situations that may become unsafe.

Evidence of Learning for the indicator:

Investigate healthy behaviours for using new technologies and media

Evidence of Learning can be gathered as learners ask questions and gather details about a current technology issue. Further evidence can be gathered as they organize and compare details and identify relationships.

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 behaviours for using new technologies and media

Potential Guiding Questions

- Why is it important to have boundaries when using new technologies?

*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 class with the following questions for learners to consider:

- What is something positive that spending time on social media brings to your life?
- What is something negative that spending time on social media brings to your life?

The teacher can begin with identifying and sharing key words for the class to discuss. These words would include: Nudes, Pictures, Demands, Threats, Money, Humiliation, Shame, Help, Illegal, Harmful, Dating.

This is an opportunity to reinforce practices that establish the classroom as a safe, non-judgemental space for discussions.

The teacher can ask the class to predict what the topic for inquiry might be. Learners can then be provided the concept they will be exploring in relation to technology use: 'sextortion'.

In pairs or small groups, learners can offer a possible definition and identify 2-3 questions they have initially about the term 'sextortion'. When groups have their questions prepared, the teacher can ask a member of the group to share their questions. These can be recorded by the teacher for use later in the learning experience.

In pairs or small groups, learners can visit a reputable source for information relating to the term 'sextortion' (for example, the Canadian Centre for Child Protection). Learners will be provided with time to find relevant details about sextortion from this



**Essential
Graduation
Competencies**

Citizenship:

This provides learners an opportunity to examine issues surrounding human rights and equity



**Essential
Graduation
Competencies**

Technological Fluency:

This provides learners an

source and compare the details they have collected with the words shared at the launch of this lesson and sextortion.

opportunity to examine how technology and society impact one another

The teacher can invite groups to share what details they have found about sextortion from exploring the source at this point the groups will have further questions. They can record any questions that they want to explore further.



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **ask questions** about the topic. Further evidence of learning can be gathered as learners **locate details to support answers** to their questions.

Using the questions that learners want to further explore, they can begin organizing and comparing the information they have found as a next step in their inquiry. This may be done as a class, or in small groups.



Essential Graduation Competencies

Citizenship:

This provides learners an opportunity to recognize the principles and actions of citizens that impact society

Some possible questions that could emerge include:

- How could I help a friend who has been impacted by sextortion?
- How could I find out steps to take to get a picture removed from the internet/social media site?
- How would I recognize controlling behaviour of someone I am dating?
- How do youth learn what is legal and what is illegal about sending pictures online?
- How might sextortion be related to human trafficking?
- How might sending a nude photo to someone you know be considered pornography?



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **organize and compare** the details they are finding or have found. Further evidence can be gathered as learners **identify relationships** that exist among their questions and health behaviours associated with technology use.

Moving Forward

Learners can be offered a question to consider:

- How can I use the information I have gathered to consider healthy ways to use technology?
- How can I identify situations that may become unsafe?

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. The concept of stigma is explored through a culturally responsive lens.

Competencies

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

Indicators

- Investigate the function of the brain in health and illness (CT, PCD)
- Investigate the role of stress and anxiety in maintaining positive mental health (CZ, CT, PCD)
- Evaluate the impact of the myths and realities of mental health stigma (CZ, COM, CT, PCD)
- Analyse 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?

Stress and Anxiety in Maintaining Positive Mental Health

- How can the stress response be felt in the body?
- How can I differentiate between different types of stress?
- How does the stress response help in developing resiliency?
- How do stress management techniques help address the stress response?
- How does time management influence feelings of stress?
- How does using the correct mental health terminology support positive mental health outcomes?
- How is mental health distress distinguished from a mental health problem or a mental health illness?
- How can adolescents effectively cope with mental health distress, problems, and/or illness?
- How would I know that I have a mental health problem or illness that needs support or treatment?
- How are mental health illnesses that require treatment differentiated from mental health problems that need support?

Mental Health Stigma

- How do media and social influences influence attitudes towards mental health illness?
- How can understanding mental health and illness positively affect accessing support or treatment?
- How do my actions increase or reduce mental health stigma?

Help Seeking

- How is asking for help a sign of strength?
- How can challenges for getting help be overcome?
- How might help-seeking for a mental health problem or illness be influenced by gender?
- How can the school and community support adolescents with a mental health problem and/or illness?
- 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.

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.

Analyse

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

Background Knowledge

Everyone confronts challenges with their mental health from time to time. While it is not uncommon for people to keep these challenges to themselves, some more than others can feel pressured to keep health problems, commonly mental health problems, a secret, and to try and fix these problems themselves. We know this is especially true for males in our society. It may also be true within culture. This may be okay for some minor health issues, but not for more serious issues that require support and sometimes treatment.

It's important for all genders to see help-seeking as a normal and natural part of their lives, and not to see help-seeking as a sign of weakness. The lesson is designed to help students think about who they may seek for help for a variety of health issues, including mental health problems but also reflect on the barriers to stepping up and asking for help.

Students may share stories during the session that can raise concerns for facilitators about the health of the student, or the health of other students. Facilitators must explain to students that they have a duty to report – to break confidentiality – if they hear anything that makes them believe a student is at risk of harming themselves or harming someone else.

The concept of a safe adult is one that is reinforced at every grade level in Health Education beginning in grade Primary. It is important that opportunities continue to be provided to identify safe adults in their lives, even as students reach secondary grade levels. 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 pairing of skills and concepts here can be done in any order, concurrently, or selectively based on where students are in their 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, students may *analyse help seeking strategies* while they are learning how to *investigate the rôle of stress and anxiety in maintaining positive mental health*. This indicator aligns well with the Outcome: Learners will analyse the relationships between health behaviours and physical, mental, emotional, social, and spiritual health.

Indicators

- Investigate the function of the brain in health and illness (CT, PCD)
- Investigate the role of stress and anxiety in maintaining positive mental health (CZ, CT, PCD)
- Evaluate the impact of the myths and realities of mental health stigma (CZ, COM, CT, PCD)
- **Analyse help seeking strategies (CZ, COM, CT, PCD)**

Overview

In this Learning Experience, learners gather information about health issues, sources for help, and challenges that youth face accessing help.

Evidence of Learning for the indicator:

Analyse help seeking strategies

Evidence of learning can be gathered as learners gather and select information about supports in their communities and consider the accuracy of information as they match health concerns with supports.

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 help seeking strategies

Potential Guiding Questions

- How can challenges for getting help be overcome?

*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 this learning experience with a check in questions such as:

- Have you ever been scared to try something new, but you did it anyway?
- How did it feel after you did it?

The teacher can facilitate a discussion about the various states of mental health. This is an opportunity to see where learners are in their familiarity with these concepts. The teacher will want to offer opportunities for learners to discuss:

- the difference between a mental illness, a mental health problem, and mental distress.
- When to seek help (support and/or treatment)
- When to work on developing effective coping skills

Learners have an opportunity to explore the connections that can exist in their communities. They can gather information individually, in groups, or as a class to explore these connections.

Learners can be asked to gather and select information about:

- Health issues that reflect the spectrum of health problems youth can face.
- Sources for help that reflect a mix of school-based, home-based, community-based, and online sources.
- The challenges youth can face when asking for help
- Reasons to seek help or overcome the challenges to seeking help



**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 will want to offer the following points for learners to consider:

- **There is a difference between support and treatment.** Sometimes we may feel very sad. That can be a normal reaction to events in our lives. That doesn't mean we need treatment, like going to see a doctor. We might just need to check in with a friend or safe grownup to talk about what's going on. In other situations, we may have a more serious physical, mental or emotional

health issue that requires treatment, like depression or a sexually transmitted infection. We may need to check in with a professional first to see if we can diagnose a problem before deciding on support, or treatment, or both.

- **Not every health issue we face requires support or treatment.** It's important to learn when we can deal with on our own, and when we need to seek support, and possibly treatment. For example, we may feel sad for a day, or even a couple of days. That can be normal. That's different from feeling sad every day, for weeks on end, and not knowing the source of the sadness. It's an important part of our development to know how to handle those times we feel a bit down, like hanging out with a friend, listening to music, or doing some exercise. We may feel some stress every day, and that can be a normal part of life. Feeling stressed all the time though is different. It's an important part of our development to know the difference between how to deal with normal stresses in our lives (like getting enough sleep and managing our time better), and when feelings of stress or other difficult emotions disrupt our life enough that we need to step up and ask for help.



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **gather and select** information about health issues, sources of help in the community, challenges youth face when asking for help, and reasons to seek help.

The teacher will facilitate an activity where learners have opportunities to select a health issue from those gathered previously, and pair them with the possible sources for help that exist in the community. Learners should be encouraged to offer reasons or contexts to support their possible pairings. Additionally, peers can offer further information that can be used to enhance clarity about the health issues or the sources of help.



Essential Graduation Competencies

Critical Thinking:

This provides learners an opportunity to formulate decisions based on evidence



Evidence of Learning (Observations/Conversations)

Evidence of Learning can be gathered as learners **determine accuracy, validity, and relevance of the information** that they are using to pair the health issues and the sources of help.

After pairing health issues with possible sources of help in the community, learners are asked to consider barriers to asking for



Essential Graduation Competencies

help They will use the information that was gathered about the challenges youth can face when asking for help, and reasons to seek help or overcome the challenges to seeking help.

Citizenship:

This provides learners an opportunity to recognize the principles and actions of citizens that impact society

The teacher can invite learners to consider out of the list what they think the biggest reason to ask for help may be. If they feel comfortable sharing, ask them why they personally might not want to ask for help.

Learners can engage in a whole class or small group discussion, or create individual responses as they consider the following questions:

- How can you identify a barrier to seeking help?
- What barriers might exist for me, my peers, my family, or people in the community?
- How might help-seeking for a mental health problem or illness be influenced by gender?
- How do lived experiences influence help seeking strategies?



Essential Graduation Competencies

Citizenship:

This provides learners an opportunity to examine issues surrounding human rights and equity

This section of the learning experience provides opportunities to align with skills, concepts, and guiding questions from **English Language Arts** as learners can be provided with the opportunity to do some asset mapping regarding where they can get help in their community.



Evidence of Learning (Conversations/Observations)

Evidence of Learning can be gathered as learners **recognize perspectives** relating to help seeking strategies.

Moving Forward:

Learners may have inquiry questions that stem from this learning experience that can be further explored. They may also consider the following question:

- If I am a source of help, what do I do when someone discloses information to me?

Outcome: Learners will evaluate ways to access reliable sexual health information that positively impacts adolescent sexual and reproductive health

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. Pornography, consent, and sexual violence are introduced, along with how to seek help related to sexual and reproductive health concerns. This would include what to do if pregnancy is suspected.

Sexual health education should be a positive experience for adolescents where they have the opportunity to 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)
- Question the reliability of sexual health information (CT, COM, PCD)
- Compare methods of preventing unintended pregnancy 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)
- Investigate strategies for reducing sexual violence (CZ, COM, CT, 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 pornography influence body image for all genders?
- How would I know if a body image issue is impacting my health?
- How does puberty impact body image?
- How is personal body image impacted by external pressures?
- Where do body image pressures come from?

Methods of Preventing Unintended Pregnancy and Sexually Transmitted Infections

- How can unintended pregnancy and sexually transmitted and blood borne infections be prevented?
- 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?
- How can adolescents access contraception?

Accessing Sexual and Reproductive Health Information

- Where can I find reliable sources of information on forms of contraception to prevent unintended pregnancy and ITSS?
- How can I tell that sources of information are reliable?
- How can barriers to accessing contraception or receiving sexual health information be overcome?
- Where can I go to get help for an issue related to sexual health (contraception, STI, pregnancy, body image issue, unhealthy relationships or sexual violence) online and offline?
- How can I seek help for sexual and reproductive health issues?

Sexual Violence Prevention

- How do I express consent and non-consent?
- How do I respond to consent and non-consent?
- How can pornography contribute to sexual violence?
- Why are the laws related to consent, sexual violence, and exploitation necessary to understand?
- How would I recognize tactics relating to human trafficking (grooming, luring, coercion, etc...)?

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.

Question

Independently and collaboratively 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

Analyse

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

Background Knowledge

The purpose of the lesson is to increase sexual violence literacy by examining scenarios that are relevant to teenage lives. The topic of power, specifically a power imbalance, is an important factor in the risk of sexual violence. Students may share stories during the session that can raise concerns for facilitators about the health of the student, or the health of other students. Facilitators must explain to students that they have a duty to report – to break confidentiality – if they hear anything that makes them believe a student is at risk of harming themselves or harming someone else.

In grade 7, students investigated methods of contraception to prevent pregnancy and/or STBIs and the importance of communication in relationships that involve intimacy and/or sexual activity. In grade 8, consent is a focus and will continue to be a concept revisited after grade 8 within Health Education as communication skills and competencies are addressed in relation to healthy relationships.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The pairing of skills and concepts here can be done in any order, concurrently, or selectively based on where students are in their 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, students may *investigate strategies for reducing sexual violence* while *investigating ways for accessing sexual and reproductive health information*.

Indicators

- Investigate ways for accessing sexual and reproductive health information (CZ, COM, CT, PCD)
- Question the reliability of sexual health information (CT, COM, PCD)
- Compare methods of preventing unintended pregnancy 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)
- **Investigate strategies for reducing sexual violence (CZ, COM, CT, PCD)**

Overview

Learners engage in conversations as they explore the concept of consent. They have opportunities to find information and use a variety of scenarios and situations that may be encountered to help organize and compare details about consent and related laws.

Evidence of Learning for the indicator:

Investigate strategies for reducing sexual violence

Evidence of learning can be gathered as learners ask questions about reducing sexual violence, and how it is expressed. Further evidence can be found as they organize and compare what has been found in order to identify relationships.

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 strategies for reducing sexual violence

Potential Guiding Questions

- How do I express consent and non-consent?
- Why are the laws related to consent, sexual violence and exploitation necessary to understand?

*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

Using the guiding questions to provide context for learning, the teacher can facilitate a discussion with learners about their knowledge of Intimate contact vs. Sexual contact. Learners will have the opportunity to ask questions and locate details relating to:

- How do I express consent and non-consent?
- Why are the laws related to consent, sexual violence, and exploitation necessary to understand?

This can be done individually, in small groups, or as a class using a variety of resources. Emphasis should be placed on learners finding information that may help to answer these questions and keeping track of follow-up questions that relate to specific scenarios or contexts that they wonder about.



Essential Graduation Competencies

Communication:

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



Evidence of Learning (Conversations/Observations)

Evidence of learning can be gathered as learners **ask questions** and **find relevant details** to support answers.

Now that learners have information relating to the guiding questions, they will have an opportunity to organize and compare details and identify relationships that exist among the details. This can be done through discussion, a review of scenarios and situations, case studies, news articles, etc.



Essential Graduation Competencies

Communication:

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

In order to provide learners opportunities to organize the information they have found teachers will want to offer varied contexts to explore. To do this in each situation they may consider:

- What is informed consent dependent on?
- How do partners convey consent to each other?
- How do partners convey non-consent to each other?
- How does knowledge of relevant laws apply?



Evidence of Learning (Conversations)

Evidence of Learning can be gathered as learners engage in conversations to **organize and compare** the details they have found, identifying relationships between the details and the situations they are exploring.

Moving Forward

Learners may want to consider the following:

- How do I respond to consent and non-consent?

Outcome: Learners will reflect on how relationships impact physical, mental, emotional, social, and spiritual health

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 continue to investigate ways to increase their personal safety in both online and offline environments and discuss how social media and other forms of media, including pornography, impact perceptions of healthy relationships. Terminology around domestic violence is introduced with this outcome.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- 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)
- Reflect on the importance of respecting the rights of others (CZ, COM, CT, PCD)
- Evaluate the impacts of unhealthy relationships on the dimensions of health (CT, PCD)

Concepts (and Guiding Questions)

Healthy Ways of Addressing Challenges in Relationships

- How does domestic violence impact families?
- How do social media and pornography influence perceptions of healthy intimate relationships?
- What are healthy ways of coping with challenges and changes in relationships?
- How do relationships with family, friendships, and peers change during adolescence?
- How can societal gender norms and gender stereotypes influence intimate relationships?

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?
- How are the laws related to sending, receiving, or purchasing sexually explicit images online necessary to understand?

Recognizing Healthy and Unhealthy Relationships

- How do I recognize healthy and unhealthy relationships?
How do I recognize domestic violence?
- Why is it important to report domestic violence?
- What help is available for people experiencing domestic violence?
- How can understanding the laws related to consent and sending, receiving, or purchasing sexually explicit images contribute to safe relationships?

Respecting the Rights of Others

- How do stigma, discrimination, bias, prejudice, stereotyping, and exclusion affect sexual and reproductive health rights?
- How can gender be expressed?
- How can I acknowledge identity, expression, and orientation in a healthy way?
- How can personal, cultural, and family values promote safe and healthy relationships?

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

Youth will have many different relationships during their lives, from friends to intimate partners to relationships with people in the community.

Healthy relationships is a focus within the Health Education curriculum beginning in grade Primary. In Healthy Living 7, learners investigate characteristics of healthy and unhealthy relationships with a focus on different levels of friendships (online/offline, acquaintances/peers, close friends/best friends). In grade 8, while the outcome and indicators remain similar, grade 7 concepts are reinforced around the

importance of personal boundaries and their role in personal safety, the focus on relationships is expanded from friendship relationships to dating relationships.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The pairing of skills and concepts here can be done in any order, concurrently, or selectively based on where students are in their 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, students may *analyse ways of recognizing healthy and unhealthy relationships* while they are learning how to *formulate ways for engaging in safe relationships online and offline*.

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)**
- Reflect on the importance of respecting the rights of others (CZ, COM, CT, PCD)
- Evaluate the impacts of unhealthy relationships on the dimensions of health (CT, PCD)

Overview

Learners will identify relationship types that they are aware of and offer potential positive impacts that the relationships bring. They then move on to identify factors that might contribute to unhealthy power imbalances to aid in analysing.

Evidence of Learning for the indicator:

Analyse ways of recognizing healthy and unhealthy relationships

Evidence of learning can be gathered as learners gather information about relationships and explore the identification of inequities as a means to recognize healthy and unhealthy relationships.

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 do I recognize healthy and unhealthy 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 invite learners to share different relationships that they have in their lives. They can be encouraged to name and describe the types of relationships, as the teacher records the types for the class to consider. This may include:

- Friendships (best friends, good friends, acquaintances)
- Intimate Relationships
- Sibling Relationships
- Parent/Child Relationships
- Other Family Relationships
- Student/Teacher/Coach Relationships
- Community Relationships (people you see and know and interact with in your community)
- Work Relationships
- Online Relationships
- Spiritual, Cultural and Religious Relationships

Learners will have opportunities to identify positive aspects that relate to having the types of relationship identified in the introduction. They can work individually or in small groups to gather information from each other about what they feel can be beneficial about these relationship types.



**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 (Conversation)

Evidence of Learning can be collected as learners **gather information** about the benefits of the identified relationship types.

The teacher may facilitate further discussion referencing the positive aspects to these types of relationships may not be/are not felt by all people, or equally within these relationships. This provides opportunities for learners to identify perspectives as they relate to these relationships.

Learners will have an opportunity to consider factors that exist in relationships, and the impact these factors have on individuals in the relationships. They can work in groups to select relationship types to explore further.

Learners should discuss how imbalances or differences in the following factors can help them recognize healthy or unhealthy relationships:

- Gender
- Status
- Age
- Money
- Culture

Learners can offer their evidence, feelings, observations, etc., as an outside observer, and also from the perspective of people in the relationship types they have chosen.



Essential Graduation Competencies

Communication:

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



Evidence of Learning (Observation)

Evidence of learning can be gathered as learners **recognize perspectives** in relation to healthy and unhealthy relationships.

Moving Forward

Learners can be offered the following questions to consider:

- How do you help keep a relationship strong and healthy?
- How does the other person help keep a relationship strong and healthy?
- How do you think relationships will change or grow in the future?

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. This outcome will introduce the impact of substance use and misuse on adolescent mental health.

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 I be aware of what influences me to use or not use substances?
- How do social pressures influence the decision to use or not use substances?
- What social influences and/or pressures impact decisions to use or not use substances?
- How can I refuse substances I am unsure of or uncomfortable trying?
- How are communities impacted by substance misuse?

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

- How might I refuse substances among my peers?
- What is the relationship between substance misuse and the risk of brain or spinal cord injury?
- What is the relationship between substance misuse and the safety of self and others as a driver, a passenger, and a pedestrian/rider?

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 do social pressures influence adolescent substance use?
- How does media influence the perception and culture of substance use and misuse?
- How can adolescent substance use affect physical health?
- How can adolescent substance use affect mental and emotional health?
- How does adolescent substance use affect brain development?
- How can adolescent substance use impact mental health?

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

This learning experience is designed to start a conversation about youth substance misuse in a non-judgemental space. Unlike other school-based drug awareness activities, it is not intended to change behaviour or attitudes, rather its intention is to transfer some knowledge and create an awareness of conditions that can influence youth substance use, in this case cannabis.

This learning experience asks youth to engage in discussions about pressures and influences related to cannabis use (real or future perceived). It is not always easy to share information like that in front of classmates. Teachers are reminded that this is an exercise that requires trust and respect – two standards that should be identified at the beginning. As well, remind students that the space is confidential – people’s stories are not shared outside the class. Students may share stories during the session that can raise concerns for facilitators about the health of the student, or the health of other students. Facilitators must explain to students that they have a duty to report – to break confidentiality – if they hear anything that makes them believe a student is at risk of harming themselves or harming someone else.

After the initial introduction to the learning experience and the interactive portion of the lesson begins, the facilitator should explain that the session is not designed to demonize cannabis; in fact, many adults have a low-risk relationship with cannabis but, there are concerns about the drug, especially the way in which many young people in Nova Scotia choose to use it or the reasons why. Marijuana is now legal in Canada for adults, and we know a significant number of young people are using it as well.

Convincing young people about the harmful impacts of cannabis or another drug can be a challenge, but there is one primary fact that youth should know:

The longer you can delay using any drug, including cannabis the greater the chances of not misusing drugs. Delaying initiation and regular use of cannabis until the brain can more fully develop is beneficial. The brain continues to develop up until age 25, so anything you do now can have long term effects. This is not meant to scare you, but it's important for you to know to help make healthy decisions.

This lesson aligns with components within the first listed Outcome, as students will investigate refusal skills that can help them when confronted with a decision to use or not use cannabis, especially when there is pressure to do so.

Investigating and confronting social pressures are skills and concepts introduced and revisited within Health Education beginning in grade 5 that relate to many elements within Health Education.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The pairing of skills and concepts here can be done in any order, concurrently, or selectively based on where students are in their 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, students may *formulate strategies for confronting social influences and pressures to use substances* while they are learning how to *compare strategies for coping with pressures and difficult emotions*.

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

This lesson is designed for learners to formulate strategies in relation to harms associated with cannabis use during the adolescent years. Natural extensions of this learning experience in classes to follow (or in collaboration with other subject areas) would be an inquiry based exercise on harms associated with cannabis use in youth, and to tie this lesson in with prior outcomes in Health Education learners reflect on healthy behaviours to cope with challenges and pressures of everyday life.

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 for confronting influences and pressures. Further evidence can be collected as the ideas are chosen, prioritized and refined, and then finally evaluated.

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 I be aware of what influences me to use or not use substances?
- How do social pressures influence the decision to use or not use substances?
- What social influences and/or pressures impact decisions to use or not use substances?
- How can I refuse substances I am unsure of or uncomfortable trying?
- How are communities impacted by substance misuse?

*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:

Learners can be offered an opportunity to discuss social pressures and influences, and then narrow down their thinking to concentrate on cannabis. To begin, the teacher can offer the following question for the class to discuss:

- What social pressures do you experience?
- What influences you to make a choice?
- How do influences impact people differently?
- How could you identify factual information about substances?

Note: Sitting in a circle is the preferred set up for this learning experience.

The teacher can direct learners to consider cannabis during this learning experience. They can offer the following question to the class:

- What are some words/phrases for cannabis or getting high?

The teacher can share or co-create “Levels of use” with learners and give time for them to explore the meaning of each level. Learners can have time to identify where they are on the spectrum, either individually or in front of the group if they feel comfortable.

As a class, in groups, or in pairs, learners can brainstorm ideas that would aid them in confronting pressures to use or continue to use for each of the levels.



Essential Graduation Competencies

Critical Thinking:

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

Levels of Use

Non-user	Never smoked/used or no longer smoke/use
Occasional User	May use cannabis once in a while, but essentially a non-user
Recreational user	Will use somewhat regularly, (i.e. on weekends, at parties) but not every weekend or every party
Regular User	Routinely uses cannabis after work, after school ends or habitually (for watching a movie, to go to sleep, to be creative)
Chronic user	Gets really high most days; depends on cannabis to have fun or function
	All day, every day despite implications to health and relationships

To aid them in their brainstorming, they may consider the following questions:

- How do people experience one pressure more than another?
- Are pressures equal for youth?
- Is it easy to confront these pressures as a young person?
- What would help someone confront pressures?



Evidence of Learning (Conversations/Observations)

Evidence of learning can be gathered as learners **brainstorm** possible options to confront pressures they might face.

Pressures (reasons) for using cannabis

Someone passed me a joint, I can't say no in front of everyone	Peer Pressure
Actors, musicians, and even athletes get high and it seems pretty harmless	Pop culture
There are smoke shops all over...I'm always around people who smoke	Social Norm
Authorities and my parents don't like it, so I do it	Rebel
It feels good and makes things more fun	Sensation-seeking
When I'm high, I can escape all of the things that are normally on my mind	Self-medicating to cope
All of my friends get high together and I like being part of a group	Community, identity
Other	Other

Learners will now have opportunities to choose ideas that they feel would be generally most successful for each of the levels of use. They can then refine their ideas by identifying information that might be needed, resources to consider or steps to take. They will need to consider if their strategy will work in a variety of contexts:

- In public?
- At a friend's house?
- At a party?



Essential Graduation Competencies

Creativity and Innovation:

This provides learners an opportunity to use strategies to identify problems



Evidence of Learning (Observations)

Evidence of learning can be gathered as learners **choose and refine** their ideas for each level of use.

Learners can share their refined strategies with the class, in order to discuss and consider how those strategies may be successful or may be challenged by a scenario or context.



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



Evidence of Learning (Conversations/Observations)

Evidence of Learning can be gathered as learners **evaluate** the choices they have made on their strategies and the strategies of others.