

# Healthy Living 7

*Curriculum At-a-Glance*

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Healthy Living 7: At-A-Glance

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Prepared by the Department of Education and Early Childhood Development

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## 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 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.

## Learners will analyse the relationships between health behaviours and physical, mental, emotional, 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 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.

## 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.

## 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.

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.

## 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 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 risks 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.

## 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.

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

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