Healthy Living 7

At-a-Glance

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2025

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, healthy relationships, 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)
- Critical Thinking (CT)
- Personal and Career Development (PCD)
- 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?

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)
- Critical Thinking (CT)
- Personal and Career Development (PCD)
- 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)

Healthy Behaviours for Technology

- How can technology be used in a healthy way?
- How do we use digital communication tools in ways that maintain healthy relationships?
- How do I notice and respond to unsafe behaviours online (i.e. boundary breaking, luring, grooming, etc.) in self and others?
- What are the signs that social media is impacting my health?
- How do I practice online safety for myself and others?
- How can technologies affect the quality of sleep?
- How can technology impact chances of injury?

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?

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?

Learners will analyse the relationships between health behaviours and physical, mental, emotional, social, and spiritual health (cont.)

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?

Communicable Disease Prevention

- Why is it important to know how diseases 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?

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)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

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?
- What is the impact of supporting or seeking help for a friend or a family member?
- Who/where are community resources that help with difficult emotions or a mental health problem?

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)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

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?

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)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- **Investigate** the importance of addressing challenges in relationships with family, friends, or peers (CZ, COM, CT, PCD)
- **Analyse** ways of recognizing healthy and unhealthy relationships (CZ, COM, CT, PCD)
- **Formulate** ways for engaging in safe relationships online and offline (CZ, CI, 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?
- What are ways to repair relationships?
- How do I know when it is time to end or move on from a relationship?
- How do I help a friend who is in an unhealthy relationship?

Recognizing Healthy and Unhealthy Relationships

- What are important qualities in various relationships (i.e. peers, friendships, romantic relationships, families, etc.)?
- How do the roles of family, friendships, and peers change during adolescence?
- What do healthy relationships look, sound, and feel like?
- What are the qualities of a safe adult or peer to help me in times of need?
- How can I recognize what makes a relationship healthy and unhealthy?
- What does a balanced relationship look and feel like? How would I recognize a power imbalance?
- How can I recognize boundary-breaking behaviours?
- What is gender-based violence?
- How do I recognize the behaviours of gender-based violence?

Learners will reflect on how relationships impact physical, mental, emotional, social, and spiritual health (cont.)

Engaging in Safe Relationships

- How do online relationships compare with offline relationships?
- What does equality look like, sound like, and feel like in relationships?
- How do I build and maintain healthy and safe personal boundaries?
- 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?
- How do I help someone who has experienced or is experiencing gender-based violence?

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 online and offline?
- How can myths about Commercial Sexual Exploitation of Children and Youth contribute to risk?
- What are tactics that are used to groom and lure youth into Commercial Sexual Exploitation?
- What are the signs that I or someone else I know has been or is being recruited into Commercial Sexual Exploitation?
- Why are language and terms used around Commercial Sexual Exploitation of Children and Youth important to know?
- Where can I go for help for myself or for someone else if Commercial Sexual Exploitation is suspected?

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)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

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?

Skill Descriptions

Analyse
Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; 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; identify potential new problems and/or issues; justify decisions and/or findings.

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

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.

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.