

Healthy Living 8

At-a-Glance

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Healthy Living 8 – 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 adolescence.

Competencies

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

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)

Food Choices 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?

Relationship 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 do we use digital communication tools in ways that maintain healthy relationships?
- 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?

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

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

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

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 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 stress responses?
- 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?

Learners will reflect on the importance of mental health literacy (cont.)

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?

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

Indicators

- **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)

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?
- Where can I find reliable sources of information on forms of contraception to prevent unintended pregnancy and ITSS?

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?
- What are signs I may need help for a reproductive health issue?
- 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?

Learners will **evaluate** ways to access reliable sexual health information that positively impacts adolescent sexual and reproductive health (cont.)

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?
- How do social media and media inform our understandings of gender expectations, body image, and harassment?
- Where do body image pressures come from?

Sexual Violence Prevention

- How do I express informed 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.)?

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)
- Creativity and Innovation (CI)
- 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)
- **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)
- **Identify** how to respond safely to coercive behaviours (COM, CT)
- **Reflect** on the importance of respecting the rights of others (CZ, COM, 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?
- What are common controlling behaviours in dating relationships?
- How can I get help for myself or others if I notice controlling behaviours in a relationship?

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?
- How do I use assertiveness and refusal skills to address situations that have risk?
- How do I respond in a supportive way when others (friends, peers, family, etc.) say no?

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

Recognizing Healthy and Unhealthy Relationships

- How do I assess the health of my own relationships?
- What does a healthy relationship (i.e. family, friends, and peers) look, sound, and feel like?
- What are the ways that power exists in relationships?
- How do I notice and respond to controlling or intimidating behaviours in my own or someone else's dating relationship?
- 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?

Coercive Behaviours and Associated Impacts

- How can I identify coercive behaviours?
- How can power affect relationships?
- How can I get help if I am being coerced or in a coercive relationship?
- How are coercive behaviours connected with power imbalances?
- How do power imbalances impact consent online and offline?

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?
- What are ways to support people who have experienced or are experiencing oppression based on sexual orientation or gender identity and expression?
- How can personal, cultural, and family values promote safe and healthy relationships?
- How do I respect and respond to boundaries made by others?

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

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

- 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 the 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?

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.

Identify

Distinguish specific elements based on their unique features.

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.