Healthy Living 9

At-a-Glance

2025

Healthy Living 9 – At A Glance

Learners will evaluate health behaviours that promote short-term and long-term health

Understanding and Taking Care of Ourselves

Rationale

To promote physical health in children and youth, it is important for them to develop knowledge and skills that support the development of positive health behaviours. This outcome provides learners with the opportunity to explore health behaviours that promote short term and long-term health from a population health and personal perspective. While many health behaviours provide short and long-term health benefits to the body, they also support other dimensions of health- mental, emotional, social, and spiritual (inclusive of mind, heart, and spirit). The development of healthy behaviours is enhanced when children and youth are provided with optimal social conditions in which the development of healthy behaviours is nurtured, supported, and equitably accessible. There is ample opportunity within this course to both acknowledge and integrate these conversations with students as they explore health behaviours across outcomes.

Competencies

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

Indicators

- **Analyse** the impact of sleep on youth health and well-being (CT, PCD)
- **Analyse** the impact of technology use on health and well-being (CT, TF, PCD)
- **Investigate** healthy behaviours that contribute to disease prevention (CZ, CT, PCD)
- **Reflect** on the ways that personal identity can shape health related decisions (CZ, COM, PCD)

Concepts (and Guiding Questions)

Healthy Sleep

- Why is sleep vital to youth health and well-being?
- What are behaviours and/or habits that support getting a good night's sleep?
- How does healthy sleep impact the health of relationships?
- What does movement, physical activity, food, hydration have to do with sleeping well?
- How do substances like alcohol, cannabis, and nicotine impact sleep?
- What is the role of sleep in injury prevention?

Technology Use

- How does spending time online make me feel?
- How is technology used in positive ways to promote health and well-being?
- How can technology bring people together?
- What are examples of harmful impacts of technology use?
- How can harmful impacts of technology use be countered on an individual or community level?
- How would I know if information online is reliable and how would I recognize misinformation and disinformation?
- What is meant by the term attention economy?
- How can marketing tactics and media influence health?
- How does media influence body image?
- What are the impacts on my body of technology use?

Learners will evaluate health behaviours that promote short-term and long-term health (cont.)

Disease Prevention

- What is the role of movement, physical activity, and exercise in the health of mind, heart, body, and spirit?
- How can I move more throughout the day?
- What is the relationship between oral health and good health and how do I maintain oral health?
- How do I take good care of my skin?
- What are the relationships between technologies and diseases (i.e., prevention, monitoring, therapy, etc.)?
- What does the evidence say about the influence of alcohol, cannabis, and vaping/nicotine on short- and long-term health?
- What is the role of nutritious food in short- and long-term health?

Identity and Health-Related Decisions

- How does knowing who I am impact my short-term and long-term health?
- What factors shape a person's values and how do I identify my own values?
- What if my values differ from my family or friends?
- What healthy behaviours contribute positively to my sense of belonging?
- What are movement experiences that bring me joy and connect me with others?
- What are movement experiences that connect me to my cultural identity?
- How can media and marketing shape values?
- How can I use knowledge of what I value to help me make good decisions that impact my health?

Learners will analyse ways to care for one's own sexual and reproductive health

Understanding and Taking Care of Ourselves

Rationale

It is vital for youth to be supported in learning how to make healthy choices about their sexual and reproductive health. Learning within this outcome has been designed to provide learners with skills and knowledge to access accurate and reliable information that enables them to protect, promote, and enhance their bodily autonomy, sexual health, and well-being.

Sexual and reproductive health is a major determining factor in the well-being of individuals, partners, families, and communities. One of the goals of Nova Scotia's sexual and reproduction health education curriculum is to ensure that young people are equipped with the skills to find and access accurate and reliable sources of information when they need it throughout their lives. All young people have the right to learn information that will help them to make safe, informed, and healthy decisions that will enhance their ability to enjoy healthy relationships now and in the future.

Competencies

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

Indicators

- **Identify** how to find accurate and reliable information about sexual and reproductive health (COM, CT, TF)
- **Determine** when and where to find options, supports, and treatments for issues that can impact health (COM, CT, PCD)
- **Investigate** the factors that influence decision making relating to sexual health (CZ, COM, CT)

Concepts (and Guiding Questions)

Accurate and Reliable Information

- How can I determine the accuracy of information relating to sexual and reproductive health online?
- What makes information accurate and reliable?
- What contributes to the spread of misinformation and disinformation online?
- How can individuals be agents for countering misinformation and disinformation?
- How does misinformation about sexuality, sexual health, and relationships impact individuals and communities?

Options, Supports, and Treatments

- What might be signs that I need support or treatment for my sexual and reproductive health?
- What are factors in my life that can help support me to care for my own sexual and reproductive health?
- What protective factors do I have that contribute to my sexual and reproductive health?
- What treatments are available for a range of sexual and reproductive health issues, if I need them?
- How can gender-based violence impact sexual and reproductive health?

Factors that Influence Decision Making

- How can I talk about the decision-making process with partners?
- Why is it important to communicate needs around sexual and reproductive health?
- How can I explore the outcome of various options when trying to make a decision?
- How would I recognize a power imbalance that influences decisions related to my sexual and reproductive health?
- How does substance use impact interpersonal skills related to consent for sexual activity? What is the impact of alcohol and substances on consent, sexual intimacy, and safer sex?
- How is alcohol and drug use connected to sexual assault and violence?

Learners will investigate ways to access health resources that support health and well-being

Understanding and Taking Care of Ourselves

Rationale

It is critical for youth to learn how to become agents in their own health. By grade 9, it is important for learners to understand and practice actions that foster their health literacy. Health literacy involves finding, understanding, and using information and services to inform health-related decisions. This works to promote and maintain health and well-being for themselves and others. It goes beyond being able to access websites, reading pamphlets, and follow prescribed health-seeking behaviours; it includes critical thinking, and expressing and advocating for personal and societal health needs. Health literacy is shaped by a wide range of societal factors and is not the sole responsibility of individuals to develop and maintain. It requires inclusive and equitable access to quality health information, life-long learning, and social structures and systems. Learning within this outcome offers the opportunity to begin to think about the social determinants of health. Teachers are encouraged to, wherever possible, situate this learning within a local context.

Competencies

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

Indicators

- **Investigate** ways of increasing health literacy (CZ, COM, PCD)
- **Identify** places to access reliable health information and health care (COM, CT, TF)
- **Investigate** ways to navigate the healthcare system (COM, CT)

Concepts (and Guiding Questions)

Health Literacy

- What skills does a person need to have to be health literate?
- How can being health literate help a person to access resources?
- Where can I find accurate youth health information?
- How can I get help through my school for a health issue I am experiencing?
- Where can I find help online and what is a helpline?
- How do I ask for help over the phone for myself or someone else?

Accessing Health Information and Care

- What community health supports are available within the community, across the province, and nationally?
- What are the risks of looking for health care advice on the internet?
- How would I know if healthcare information online is reliable and accurate?
- Where can I access confidential reproductive and sexual health care?
- What are the limits to confidentiality within the health care and school health system?

Learners will investigate ways to access health resources that support health and well-being (cont.)

Navigating the Healthcare System

- What can I do if I don't have a family doctor or a dentist?
- How are the fees for medical/dental services paid for?
- How can I advocate for myself within the health care system? How might I have to advocate differently than others?
- How can I access advocates and advocacy groups that can help myself and others?
- What does culturally responsive healthcare look like, sound like, and feel like?
- What are the supports in my community for someone experiencing domestic violence or intimate partner violence?
- What are barriers to help seeking, and what can be done when I encounter one?
- What can be done when I encounter challenges accessing and navigating the health care system?

Learners will develop communication skills that support the growth and maintenance of healthy relationships

Healthy Relationships

Rationale

Effective communication is essential for healthy relationships, as it builds trust, fosters intimacy, and helps to navigate, repair, and resolve conflict. Healthy relationships are nurtured and sustained through the fostering of trust, honesty, respectful use of language, communication about and respect of boundaries and needs, and shared commitment to growth. It is important to note that communication styles differ among and within cultural contexts and personalities. It is crucial for youth to have the opportunity to learn communication skills and conflict resolution tools and strategies that help grow and maintain a variety of healthy relationships. Developing and refining communication skills within new or different life challenges, circumstances, and settings is an ongoing practice. While conflict is a natural part of all relationships, good communication skills can be useful to end a relationship when it has concluded or when it has become unhealthy and unsafe.

Competencies

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

Indicators

- **Select** language to use when expressing needs, disagreement, and perspectives within relationships (CZ, COM, CT)
- **Use** assertiveness, negotiation, and refusal skills across various relational scenarios (COM)
- **Analyse** the impact of various conflict resolution strategies (CZ, CT, PCD)
- **Reflect** on the impacts of language used online and offline (CZ, COM, CT, TF)

Concepts (and Guiding Questions)

Expressing needs, disagreement, and perspectives

- What does it sound like to bring forward problems in a problem-solving focused way?
- What does compromise sound like in a healthy relationship?
- What words do you use when ending a relationship?
- How do we decide when to repair a relationship after conflict, or move on from and end a relationship?
- What are examples of communication for expressing personal needs and sexual limits?
- How can people discuss changes or growth that occur within a relationship over time?

Assertiveness, Negotiation, and Refusal Skills

- When are times when I can use assertiveness, negotiation, and refusal skills?
- When is it more important to be assertive than to be polite?
- Why is it problematic when expectations for assertiveness are different for different people?
- How can societal expectations for assertiveness, negotiation, and refusal skills differ for people, and why is this problematic?
- What are barriers that can stand in the way of negotiation with an intimate partner?
- How do I use assertiveness, negotiation, and refusal skills with friends and peers?
- How do we help friends and peers to feel comfortable saying no?

Learners will develop communication skills that support the growth and maintenance of healthy relationships (cont.)

Conflict Resolution Strategies

- What are the benefits of communication skills?
- What are the implications of verbal and non-verbal communication that contradict each other?
- How do people navigate conflict in a variety of relationships (i.e. with peers, friends, family, partners, and colleagues)?
- What are strategies for enhancing interpersonal relationships during times of conflict?
- What are respectful ways of approaching conflict?

Impacts of Language

- How do we use digital communication tools in ways that maintain healthy relationships?
- How do people ask for and express boundaries online and offline?
- How can we recognize the impact that we have in the ways we convey thoughts and feelings?
- How does my communication change online vs. offline? Why might these differences exist?
- How can I respect the rights of others in both online and offline environments?
- How can understanding one's own identity, values, and experiences shape the ways we communicate?

Learners will reflect on conditions that positively counter harmful gender norms, stereotypes, and biases within relationships

Healthy Relationships

Rationale

Gender norms, stereotypes, expectations, and biases have a strong influence on how people experience life. Sometimes this is positive, other times this is negative and causes harm and inequality at individual, relationship, community, and societal levels. This harm can be experienced across a variety of settings and can contribute to health outcomes that impact all the dimensions and aspects of our health. Gender norms can lead to myths about what is and what is not possible for people which can be harmful and impact people's quality of and trajectory in life. While an important part of this outcome invites learners to explore conditions that create and perpetuate gender norms, stereotypes, and biases. Equally important is the opportunity for learners to reflect on how to promote gender equality and identify ways to encourage healthier and more equal power dynamics within a variety of relationships.

Competencies

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

Indicators

- **Identify** the conditions that influence gender norms, practices, and behaviours (CZ, CT)
- **Investigate** the requirements for balanced power dynamics in relationships (CZ, CT, PCD)
- **Investigate** actions that promote gender equality (CZ, COM, CT)

Concepts (and Guiding Questions)

Conditions that Influence Gender Norms, Practices, and Behaviours

- How does discrimination, exclusion, violence, and risk-taking present itself in media, school, and workplaces?

- In what ways, and where are youth exposed to harmful messages through various forms of media?
- Where are affirming instances of diverse and inclusive practices and behaviours relating to gender?
- What is the impact of stereotype, prejudice, and other forms of bias on Gender-based violence?
- What is the influence of pornography on dating and sexual relationships?
- How can pornography perpetuate violence?
- How do online platforms influence gender norms, stereotypes, and biases?
- How do conditions and experiences of harmful gender norms, stereotypes and biases impact the heart, mind, body, and spirit?

Power Dynamics

- What are the power dynamics that exist in a variety of relationships and situations?
- What are the benefits to a balanced power dynamic within relationships?
- Why is equality important in a relationship?
- How can people share decision making within relationships?
- What tactics may be used in relationships that contribute to unequal power dynamics?
- How can individuals face conflict or disagreement in relationships in productive ways?

Promoting Gender Equality

- How can youth counter harms around gender norms that emerge from various social settings?
- How do we stand up for gender equality?
- What can organizations do to promote gender equality?
- How can we promote gender equality in schools, families, and in the community?
- How do we respond to gender inequality when we see it?
- How can youth advocate in a variety of settings (i.e., online, in school, in sports and recreation, etc.)?

Learners will evaluate responses to gender-based violence

Healthy Relationships

Rationale

Gender-based violence (GBV) is violence committed against someone based on gender, gender identity gender expression, or perceived gender. GBV is a fundamental violation of human rights, and has significant impact on the health, safety, and well-being of people and communities who experience it. GBV is complex. It occurs because of many intersecting factors (e.g. gender inequality, social attitudes, etc.) and systems of oppression which devalue certain groups and privilege others. It occurs in many types of relationships (e.g. intimate partnerships, family, peers, work relationships, etc.), and settings. While gender-based violence disproportionally occurs to women and people with diverse gender and sexual identities, it can happen in relationships that intersect all identities.

GBV can include sexual coercion and assault, online child sexual exploitation, identity-based bullying, discrimination, harassment, violence intersecting with gender, human trafficking, intimating partner violence/teen dating. Forms of GBV include physical violence, psychological/emotional abuse, sexual violence, economic violence, coercive control, technology-facilitated violence, domestic violence, family violence, and intimate partner violence. Noticing, interpreting, taking responsibility, knowing how to act, and acting are distinct steps in responding in a variety of situations. Learning experiences and conversations relating to this outcome will support awareness and skill building that foster safe ways to respond to gender-based violence.

Competencies

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

Indicators

- **Analyse** the ways that societal conditions, norms, and behaviours can contribute to gender-based violence (CZ, CT)
- **Investigate** ways to counter behaviours that contribute to gender-based violence (CZ, CT, PCD)
- **Identify** ways to support someone who experiences, witnesses, or hears about gender-based violence (CZ, COM, CT)
- **Identify** strategies for getting help in abusive relationships (COM, CT)

Concepts (and Guiding Questions)

Contributing Factors to Gender-Based Violence

- What are examples of different types of gender-based violence?
- Where are the various settings that gender-based violence can take place?
- What normalizes gender-based violence in a variety of settings?
- What does sexual harassment look, sound, and feel like?
- What does coercive control look, sound, and feel like?
- How do power imbalances in relationships impact a person's ability to leave in an unsatisfactory or abusive relationship?

Countering Harmful Behaviours

- In what ways can society positively impact healthy masculinities?
- In what ways can all genders be supported to express a full range of human emotions and experiences?
- How can people of all genders counter behaviours that contribute to Gender-Based violence?

Learners will evaluate responses to gender-based violence (cont.)

- What are ways to create equality in relationships?
- Where do I notice silence or secrecy happening around gender-based violence?
- How does normalizing silence and secrecy make us complicit in violence? Is silence and secrecy a red flag?
- How does society demonstrate that we believe when someone tells us they are experiencing Gender-Based Violence or abuse?

Supporting Self and Others

- What do I do if I notice harm happening to someone else?
- What do I do if I tell a safe adult about harms and nothing happens?
- How can I help a friend exit a relationship safely?
- What are ways to support someone who has experienced or witnessed gender-based violence?
- What is the positive impact of empathy and compassion on preventing and responding to gender-based violence?
- How do you take care of yourself while supporting someone else?
- How do we care for ourselves after experiencing violence?
- How do we support people who have experienced discrimination and harm aimed at their identity and gender expression?

Strategies for Help

- What are the signs of an abusive relationship?
- What kinds of immediate short-term and/or long-term supports are available which can help someone in an abusive relationship?
- Where can you get help if you are perpetrating violence?
- How does someone access gender-based violence support services available in their community or online (shelters, counselling services for victims/survivors, services for perpetrators)?
- What barriers may exist in accessing these types of services, and how can someone access a service that is needed?

Learners will investigate ways to care for one's personal safety and ways to prevent injury online and offline

Personal Safety and Injury Prevention

Rationale

Injuries are the leading cause of disability and death of children in Canada. Injury prevention topics can fall into two categories: unintentional injury (i.e. falls, motor vehicle accidents, poisons, drowning) or intentional injury (i.e. self-harm, suicide, domestic violence, bullying behaviour, child abuse, technology facilitated violence). Injury is not limited to physical harm on the body and can include impacts like harmful thinking on life's problems, or reactions and responses to abuse, violence, or other traumatic life events. A goal of injury prevention is to ensure and increase overall personal safety.

Causes of unintentional injuries among children and adolescents vary by age, developmental stage, hazards, and geographical location. Common causes of injuries for learners include road use and motor vehicles (as a pedestrian, rider, passenger, and driver), falls relating to sports activity, and impacts of alcohol consumption across a range of intentional and unintentional injuries. The aim of this outcome is to help learners gain knowledge and skills that will increase their ability to independently manage and distinguish between safe and unsafe risks. Additionally, it is important for learners to support friends and peers to mitigate risk and work together to reduce potential harms from injury.

Competencies

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

Indicators

- **Analyse** the risk factors associated with injuries in youth (CZ, CT)
- **Investigate** rights and responsibilities of engagement in online spaces (CZ, COM, TF)
- **Investigate** ways to prevent, navigate, and respond to online victimization (COM, CT, TF)
- **Identify** ways for setting and respecting personal boundaries of self and others (COM, CT, PCD)

Concepts (and Guiding Questions)

Age Related Injury Risk Factors

- What contributes to the greatest risks of injury in my age group?
- How do I assess the risks, and short- and long-term impacts related to situations, actions, and activities with my peers?
- What is the relationship between substance use and the safety of self and others as a driver?
- What are my responsibilities to keep others safe?
- What are rights and responsibilities regarding workplace health and safety?
- How would I apply the idea of informed consent to driving with someone who may be impaired, distracted, or tired?
- What safety skills do I need to practice as a pedestrian or in other forms of active transportation?
- How can I protect my brain against injury?

Rights and Responsibilities Online

- What is technology-facilitated violence?
- What steps can a person take to protect their privacy online?
- What are our responsibilities for responding to or countering harms that happen online?
- What are legal and ethical considerations involving the making, posting, and creating of content?
- What are risks associated with communicating information and personal data online?
- What are the benefits and risks associated with using AI?

Learners will investigate ways to care for one's personal safety and ways to prevent injury online and offline (cont.)

Online Victimization

- What is sextortion?
- What are ways I can prevent sextortion?
- How do I respond if I am being sextorted?
- What are legal consequences of engaging in sextortion? How do I protect my privacy online?
- What do I do if intimate or personal images are shared without my consent?
- How do I help a friend who discloses sexual abuse or assault?
- How do I report online victimization and exploitation, whether it might be suspected, seen, or experienced?

Personal Boundaries

- How does valuing and knowing my personal boundaries keep me healthy and safe?
- How do I communicate my personal boundaries with others?
- What strategies do I need to be safe in a situation with people I don't know?
- What does refusal, boundary setting, and communication of limits sound like?

Learners will develop bystander intervention skills across a variety of emergency and risk scenarios

Personal Safety and Injury Prevention

Rationale

Adolescence is a time of rapid physical and social change, marked by increasing independence and possible participation in risk-taking behaviours. Both unintentional and intentional injuries are leading causes of disability and death in adolescence. Strengthening a young person's knowledge and skills to act as a bystander is a protective factor across various emergency and risk scenarios. Learners will work to develop bystander intervention skills to notice, interpret, take responsibility, know how to act, and then act to safely intervene to prevent injury relating to the dimensions of health. Learning within this outcome is most effective when youth participate in rich and relevant conversations that address authentic emergency and risk scenarios that they could or might be facing. Participatory learning where youth have the opportunity to practice bystander intervention skills are most effective predictors that they will be able to use these skills in real life situations.

Competencies

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

Indicators

- **Identify** emergency and risk scenarios (COM, CT)
- **Determine** actions to take in a variety of emergency and risk scenarios (COM, CT, TF)
- **Investigate** ways to overcome barriers that may prevent people from intervening (CZ, CT, PCD)

Concepts (and Guiding Questions)

Emergencies and Risks

- How would I know if someone is experiencing an overdose?
- What do I do if someone is experiencing an overdose?
- What safety skills and first aid practices are helpful for people to know and be able to do?
- How/what are risks associated with alcohol consumption in social settings?
- How could I navigate peer pressure relating to substance use?
- How could I set boundaries and limits around drinking in social settings?
- How do I help a friend or sibling who is moving into a risky pattern of substance use?
- How do I help a friend who is moving into a risky pattern involving gambling?

Taking Action

- How do I intervene in a peer relationship involving impaired or risky driving?
- How do I help a friend who discloses abuse or intent to harm themselves or someone else while also keeping myself safe?
- What do I do if I witness online/in-person discrimination because of someone's sexual identity, gender identity, race, illness, injury, disability, ethnicity, race, religious beliefs, economic status, or home life?
- What do I do if I witness discrimination or other harms online and in person?
- How can I support others who choose to stay sober in a variety of scenarios?
- How do I intervene if I notice a potential for sexual violence in a party situation involving alcohol?
- What do I do if I notice online that someone I know has a nude image circulating online or the potential for disinformation around an image?
- How do I intervene if I notice a friend or peer being coercive or on the receiving end of coercion in a relationship?

Learners will develop bystander intervention skills across a variety of emergency and risk scenarios

Overcoming Barriers to Action

- What makes some contexts for being a bystander/witness easier to intervene than others?
- How do I understand the difference between respecting people's wishes, and stopping or intervening in cases of immediate emergency or harm?
- What do I do when violence is happening, and no one is stepping up to stop it and instead are filming and/or cheering on?

Learners will evaluate healthy ways to navigate change and/or challenging life circumstances

Mental Health and Addictions

Rationale

The ability to achieve positive mental health and well-being in childhood and adolescence is strongly influenced by the quality and interconnected nature of the social, economic, and environmental conditions that surround children, youth, families, the school, community, and whole of society. In this way, social conditions can be risk factors, protective factors, and sometime both. Enhancing protective coping skills and emotional regulation at the individual level can help youth deal with change and challenges throughout their lives. Resilience is an important concept to revisit at this developmental stage as it helps a person to respond, adapt, and navigate change. It is helpful for learners to have the opportunity to build self-awareness of what tools, experiences, people, and/or supports help them in times of change, and to identify what might not be helpful. The aim of this outcome is to help build young people's sense of agency to navigate change and challenge that fall within their area of control, in ways that promote and protect their health and well-being.

Competencies

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

Indicators

- **Identify** protective factors that support resilience in times of change (CZ, COM, CT)
- **Investigate** ways for coping with feelings associated with life challenges (COM, CT, PCD)
- **Identify** practices for rest, relaxation, fun (CT, PCD)

Concepts (and Guiding Questions)

Protective Factors

- What is resilience?
- What is a protective factor?
- How does understanding ways to take care of heart, mind, body, and spirit contribute to my ability to be resilient in times of change?
- What personal characteristics, skills, and gifts do I have that help me to be resilient?
- Where are the communities where I feel like I belong and have strong connections to others?
- What cultural experiences or activities help build resilience or is a protective factor in times of change or challenge?

Coping with Life Challenges

- How do I deal with disappointment? What are healthy ways of dealing with disappointment?
- What are strategies for dealing with feelings of rejection when relationships end?
- What are strategies for dealing with rejection in interpersonal relationships (i.e. friendship, romantic, sexual, peer group, work setting)?
- What are feelings related to relationships ending?
- How might setting goals be a helpful technique to cope with change or life challenges?

Practices for Rest, Fun, and Relaxation

- What are the ways that I experience rest?
- How does rest feel in my body, mind, heart, and spirit?
- What activities do I like to do for fun and enjoyment?
- What are some healthy, accessible ways that I can relax when I am feeling anxious or stressed?

Learners will evaluate the impact of addiction on physical, mental, emotional, spiritual health

Mental health and Addiction

Rationale

Addiction may be defined as a treatable, chronic medical disease involving complex interactions among brain circuits, genetics, the environment, and an individual's life experiences. People with addiction use substances or engage in behaviors that become compulsive and often continue despite harmful consequences. This can impact various aspects of their health and well-being, including financial health. This outcome offers learners a safe, non-judgmental space to recognize a possible addiction, notice where addiction or potential for addiction may surface, and understand consequences which can impact their health or the health of others. Identifying enablers (conditions or influencers that promote risk behaviours like marketing, advertising, media, peer pressure) and protective factors (skills, strengths, resources, and conditions that decrease risk) provides an opportunity for youth to build self-awareness regarding factors surrounding use. It provides them with agency to make healthier choices or seek support, interrupting potential for harm to self or others. Enablers and protective factors exist at individual, relationship, community, and societal levels, and it is important for learners to explore what is in, and what is not in, their area of control.

Competencies

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

Indicators

- **Analyse** the influence of enablers and protective factors along a continuum of use (CZ, CT, PCD)
- **Investigate** the impacts of various kinds of addictions on self and others (CZ, CT, PCD)
- **Analyse** the ways that ongoing substance use and co-use impact the dimensions of health (CZ, CT, PCD)

Concepts (and Guiding Questions)

Protective and Enabling Influences

- What are the enabling and protective factors along the continuum of use for various substances (i.e. alcohol, cannabis, nicotine/vape products), gaming, gambling, and other addictions (e.g., pornography, shopping, etc.)?
- How can friends and peer groups be enablers and protective factors?
- What are the enablers that contribute to youth substance use, gaming, and gambling?
- What are the influences on alcohol use; both protective and enabling factors?
- What are differences between advertising messaging about alcohol, tobacco, vaping and the reality of consequences associated with alcohol and other substance use?
- How can we build resilience in countering the impacts of influences for ourselves and others?

Impacts of Various Kinds of Addictions

- How would I notice the difference between a healthy and unhealthy relationship along a pattern of use of an addictive behaviour or substance?
- How can substance use, gaming, or gambling impact the different facets of someone's life?
- What happens to the people and relationships around someone who is using substances, gaming, or gambling a lot?
- What can happen to people in relationships with others who are using substances, gaming, and gambling?
- What are some of the unintended consequences of various kinds of addictions?
- How does stigma impact seeking help for addictions?

Learners will evaluate the impact of addiction on physical, mental, emotional, spiritual health (cont.)

Impacts of Substance Use

- What is the relationship between substance use and the safety of self and others as a driver, a passenger, and a pedestrian/rider?
- How do various substances impact the cognitive development of youth?
- How might harmful use of various substances affect social, emotional, spiritual, mental, and physical dimensions of my health?
- How does delaying use of a substance support youth health?
- What are the consequences of alcohol, cannabis use, and vaping on a person's life, family, and community?
- Why is it important to have empathy for those with a harmful relationship to substances, gaming, or gambling? What impact can judgement have on help-seeking?

Learners will develop help-seeking efficacy skills

Mental health and Addiction

Rationale

Throughout life, all humans experience uncomfortable and often difficult emotions and behavioural challenges that require adaptations that will lead to emotional regulation. Seeking help or finding support for mental health problems or mental health illnesses is not always easy. Silence and secrecy on health issues which historically hold feelings of shame, intersect with other complex emotions, and contribute to unfair judgements on those who experience intergenerational trauma and inequities greatly impacts individuals, families, communities, and society on the path to healing. Fear of facing stigma, and discrimination and systemic oppression within healthcare are significant barriers to help-seeking. We know that getting help early for oneself or others increases positive mental health outcomes. Helping learners develop help-seeking efficacy skills is a key component of Health Education curriculum at every grade level. Knowing when, where, how, who, and what to ask for are all elements of help-seeking efficacy. Exploring why a person would ask for help for themselves or someone else is important to identify. It is necessary to engage learners in the skill-building associated with this outcome through a culturally responsive lens.

Competencies

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

Indicators

- **Identify** signs that someone may need help with a mental health problem, illness, or addiction (COM, CT, PCD)
- **Use** communication skills to practice asking for help concerning mental health and addictions (COM, CT, PCD)
- **Identify** where to access help for mental health problems, illness, or addiction in the community or online (CT, TF, PCD)

Concepts (and Guiding Questions)

Signs of Concern

- What are some ways that you have noticed substance use, gaming and/or gambling has impacted community or relationships?
- How do I know if a friend, classmate, co-worker, or family members needs help with a mental health problem or illness?
- What would be signs that someone was in danger of harming themselves or someone else?
- What are mental health problems or illnesses that someone would need health or treatment for?

Communication skills

- When would I know that it is time to offer or seek help for myself or someone else?
- When is it okay to break the confidence of a friend, peer, partner, or someone in my family to seek help?
- What are words that I can use to share concerns about someone, either with them directly, or with someone who I think could help them?
- What can I do to support a friend, peer, family member who needs help?
- How can I advocate effectively for myself and others?
- How do I show care and empathy for others experiencing mental health and addiction problems?

Community Resources for Help

- What kinds of places provide health care for mental health and addictions?
- What kinds of places, groups, healing experiences, or ceremonies provide help for a person when needed?
- How do various service providers help?
- What help is available in my school or community?

Skill Descriptions

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Determine

Decide or conclude through reasoning or observation

Develop

Strengthen skills, knowledge, or understanding through building on acquired or existing abilities

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Identify

Distinguish specific elements based on their unique features

Investigate

Carry out an inquiry to examine and better understand a concept

Use

Put knowledge or skills into action or service

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.

Select

Locate several relevant and dependable details to support an answer