Healthy Living 9

**General Curriculum Outcomes**

Students will be expected to…

A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world

B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context

C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

**Specific Curriculum Outcomes**

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| **UNIT 1: Healthy Self** | |
| **Curriculum Outcome**  *Students will be expected to…* | **Student Understandings**  *Students should understand that…* |
| 9.1 analyze their health needs in times of change and apply strategies that enhance their capacity to manage change in their lives | - change affects one’s mental and physical health  - being resilient helps with change  - life skills that we foster and learn throughout our life time help us to cope and to manage change |
| 9.2 recognize the warning signs of depressive disorders and the importance of seeking help for these disorders | - there are signs of major depression, dysthymic depression, seasonal affective disorder, and bipolar disorder of which we can be aware  - there are possible effects of delayed treatment  - resources and supports in the community can be of help |
| 9.3 recognize the impact that substance use and gambling can have on mental health issues, including depression and anxiety | - substance use has an impact on mental health  - gambling has an impact on mental health |
| 9.4 assess level of physical activity to determine whether they are active enough to achieve health benefits and identify time in the day to increase physical activity in 5- to 10-minute periods | - there are health benefits of physical activity  - there are challenges and obstacles to maintaining active living  - it can be helpful to create a plan to maintain or increase their daily physical activity level |
| 9.5 create a plan that enhances their healthy eating practices, and reflect on supportive environments and challenges to achieve these healthy eating practices | - healthy eating practices include behaviours such as knowing what to eat, when to eat, and how much to eat  - the social environment presents challenges to healthy eating on individual, relational, and communal levels |
| 9.6 identify ways of maintaining sexual health | - it is important to be knowledgeable about the care required to maintain reproductive health  - there are ways to avoid STIs/HIV  - it is important to identify sources of accurate, age-appropriate sexual health information |
| 9.7 synthesize the fundamentals of drug education related to use of alcohol, tobacco, caffeine, cannabis, and other substances, including the short- and long-term risks and signs of concern along the continuum of use | - there are reasons some why people use drugs  - drug use occurs in various degrees along a continuum  - there are short- and long-term risks of drug use along that continuum  - prescription drug misuse can be life threatening  - there are signs and symptoms of harmful drug use |
| 9.8 develop a plan to acquire the skills and credentials that will lead to their career goals | - identifying their strengths and interests can assist with future employment and career goals  - it is helpful to identify many possible occupations/careers of interest to them  - there are skills, credentials, training, and educational paths required for various career paths |
| 9.9 select items for and maintain a LifeWork Portfolio | - there are many benefits of and uses of a portfolio  - there are positive reasons to begin the creation of a lifework portfolio |
| **UNIT 2: Healthy Relationships** | |
| **Curriculum Outcome**  *Students will be expected to…* | **Student Understandings**  *Students should understand that…* |
| 9.10 apply communication and interpersonal skills to discuss reproductive and sexual health issues | - by creating safe and supportive spaces, communication and interpersonal skills among peers and partnerships are enhanced  - good communication and interpersonal skills contribute to healthy relationships and capacity to speak about sexual health topics, issues, and concerns |
| 9.11 examine the cause and effect of unhealthy relationships and practice communication and assertiveness skills to confront unhealthy relationships | - it is important to define what healthy and unhealthy relationship look like, sound like, and feel like  - there can be many negative health effects of unhealthy relationships  - we can learn skills to effectively deal with unhealthy relationships |
| 9.12 identify and practice negotiation, assertiveness, and refusal skills, related to sexual activity, alcohol, tobacco, cannabis, and gambling | - there is a difference between being assertive and being aggressive  - negotiation and refusal skills are life skills that assist in reducing harmful health behaviours |
| 9.13 analyze the role of alcohol in the decision-making process related to increased risk of unintended pregnancies, STIs, impaired driving, and injury | - there are physical, mental, emotional, and social risks associated with alcohol consumption  - there are physical, mental, emotional, and social consequences with alcohol consumption  - there are ways to reduce risks associated with alcohol consumption |
| 9.14 practice speaking about concerns regarding substance use and gambling in self or others | - it is often hard to seek or to ask for help  - it helps to practice how to offer support or suggestions to someone who is reaching out for help  - help seeking is an important life skill that is health enhancing |
| 9.15 examine the negative impact of stereotyping and stigma upon help-seeking behavior | - stereotyping and stigma have a negative effect on help-seeking, particularly on health concerns related to mental illness, sexual minority, sexual health, and substance use and gambling |
| **UNIT 3: Healthy Community** | |
| **Curriculum Outcome**  *Students will be expected to…* | **Student Understandings**  *Students should understand that…* |
| 9.16 examine issues around hyper-sexualization of children and youth and how these phenomena can contribute to violence, affect body image and self-esteem, and impact relationships | - the males and females are targeted differently by industry  - media culture and media messages are often linked to poor health outcomes for children and youth  - there is a negative effect of sexualization on individuals  - media messages can be overt and hidden |
| 9.17 examine how people support healthy communities locally and globally, and take age-appropriate action to support a community health issue of interest to them | - there are characteristics of a healthy community  - supportive environments are conducive to healthy communities  - there can be similarities and differences locally and globally in regards to community health issues |
| 9.18 examine the social, legal, and financial impacts of alcohol, other substances, and gambling along a continuum of use | - there are various impacts of substance use at the community level  - there are various impacts of gambling at the community level |
| 9.19 recognize and respond to physical health dangers and emergency situations related to alcohol and other substance use among their peers | - it can be lifesaving to recognize signs and symptoms of overdose  - recognizing potentially serious and/or dangerous situations and environment can be lifesaving  - it is important to know how to respond with emergency first aid or call for assistance in situations involving their peers or others |
| 9.20 identify school and community-based resources and health services available to assist themselves or a friend if help or information in the area of sexual health, mental health, alcohol, and other substance use or gambling is needed, and practice how to make initial contact with such a service/resource | - there are services, supports, and resources in their communities  - many people find difficulty in accessing supports and services  - accessing help is an important first step for a variety of health issues |
| 9.21 identify and practice strategies for staying healthy and safe in the workplace |  |
| 9.22 examine how design and infrastructure of the school community and surrounding community enhances or creates barriers for physical activity among youth | - there are benefits of physical activity and consequence of inactivity at the individual and community level  - design and infrastructure of school and surrounding neighbourhood can enhance safe physical activity experiences |
| 9.23 investigate principles of and beliefs around financial health and demonstrate an awareness of the capacity for financial health to positively or negatively affect ones’ state of health | - financial health contributes to personal health |
| 9.24 demonstrate understanding of how easy it is to lose control of information online |  |