

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

Students will be expected to

HEALTHY SELF

- 9.1 analyze their health needs in times of change and apply strategies that enhance their capacity to manage change in their lives
- 9.2 recognize the warning signs of depressive disorders and the importance of seeking help for these disorders
- 9.3 recognize the impact that substance use and gambling can have on mental health issues, including depression and anxiety
- 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
- 9.5 create a plan that enhances their healthy eating practices, and reflect on supportive environments and challenges to achieve these healthy eating practices
- 9.6 identify ways of maintaining sexual health
- 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
- 9.8 develop a plan to acquire the skills and credentials that will lead to their career goals
- 9.9 select items for and maintain a LifeWork Portfolio

HEALTHY RELATIONSHIPS

- 9.10 apply communication and interpersonal skills to discuss reproductive and sexual health issues
- 9.11 examine the cause and effect of unhealthy relationships and practise communication and assertiveness skills to confront unhealthy relationships
- 9.12 identify and practise negotiation, assertiveness, and refusal skills, related to sexual activity, alcohol, tobacco, cannabis, and gambling
- 9.13 analyze the role of alcohol in the decision-making process related to increased risk of unintended pregnancies, STIs, impaired driving, and injury

- 9.14 practise speaking about concerns regarding substance use and gambling in self or others
- 9.15 examine the negative impact of stereotyping and stigma upon help-seeking behaviour

HEALTHY COMMUNITY

- 9.16 examine issues around hypersexualization of children and youth and how these phenomena can contribute to violence, affect body image and self-esteem, and impact relationships
- 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
- 9.18 examine the social, legal, and financial impacts of alcohol, other substances, and gambling along a continuum of use
- 9.19 recognize and respond to physical health dangers and emergency situations related to alcohol and other substance use among their peers
- 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 practise how to make initial contact with such a service/resource
- 9.21 identify and practise 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
- 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
- 9.24 demonstrate understanding of how easy it is to lose control of information online