

Healthy Active Living Education, Grade 9

Open

PPL10

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

***Note:** Courses for Grade 9 Healthy Active Living Education must address all of the expectations in the curriculum. However, focus courses centred around a particular group of physical activities may be used as the vehicle through which students will attain the expectations.*

The possible groupings for Grade 9 focus courses and their corresponding course codes are:

- *Healthy Living and Personal and Fitness Activities – PAF10*
- *Healthy Living and Large-Group Activities – PAL10*
- *Healthy Living and Individual and Small-Group Activities – PAI10*
- *Healthy Living and Aquatic Activities – PAQ10*
- *Healthy Living and Rhythm and Movement Activities – PAR10*
- *Healthy Living and Outdoor Activities – PAD10*

For more information about the delivery of such courses, see pages 20–21.

LIVING SKILLS



Student learning related to the Living Skills expectations takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and should be assessed and evaluated within these contexts.

OVERALL EXPECTATION

By the end of this course, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

SPECIFIC EXPECTATIONS

1. Living Skills

By the end of this course, students will:

Personal Skills (PS)*

- 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** explain how knowing themselves – their likes, dislikes, strengths, and abilities – can contribute to their enjoyment of being active and support their participation in physical activity; **Movement Competence:** assess their technique when performing manipulation skills, such as sending, receiving, or retaining, to determine what adjustments need to be made to improve these skills; **Healthy Living:** describe the importance of understanding their personal strengths and values and using this understanding to guide them in making thoughtful decisions about their health)
- 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** use time-management and organizational skills to plan for being active on a daily basis; **Movement Competence:** refine movements by using feedback from others and self-assessment in order to correct body position during different phases of a skill; **Healthy Living:** identify supports that are available to help individuals cope with the psychological, social, and physical challenges and related stresses that may come with questioning their gender identity, their sexual orientation, or the way they express their gender by how they choose to act, dress, behave, and interact with others)

Teacher prompt: “Mental health involves finding a balance in all aspects of life. That’s why it’s important to take care of yourself emotionally, socially, mentally, and spiritually as well as physically. Stress can affect all of these aspects of our lives. What are some strategies that you use or know of to cope with stress?”

* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 25–29 for a discussion of living skills.)

Students: “I do a variety of things, such as getting outside, listening to music that relaxes me, or going to the skateboard park, where I can burn off the tension, have some fun, and socialize with my friends. I also meditate when I can. That helps me feel grounded.” “My sister goes to tae kwon do classes, and she finds it’s a great way to reduce her stress.” “Generally, I find that when I stay active, eat healthy foods, and get enough sleep, I feel better, and when I feel better, I function better. That helps me avoid stress and gives me more strength to deal with stress that can’t be avoided.” “Having the support of friends, parents, or other trusted adults, like spiritual leaders, counsellors, or coaches, can help you deal with the bigger problems and the stress that goes with them.”

Interpersonal Skills (IS)*

- 1.3** communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** describe how to communicate information clearly and concisely before starting cardiopulmonary resuscitation (CPR); **Movement Competence:** communicate with a partner during a doubles match in a net/wall game or a teammate in a territory game to ensure cohesive play; **Healthy Living:** demonstrate, through role play, the ability to reach out with compassion to a friend who seems to be struggling emotionally or the ability to use assertiveness skills to respond to situations or comments that might trigger conflict)

Teacher prompt: “When starting high school, sometimes students feel stressed or struggle with all the changes. What can you do if you notice that another Grade 9 student seems overwhelmed?”

Student: “The first step is to notice. It’s easy to get caught up in our own lives and think we are the only ones that are struggling. Sometimes just inviting someone to sit with you at lunch or hang out after school can make a huge difference.”

- 1.4** apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., **Active Living:** show respect for decisions and calls of peers who are officiating game activities; **Movement Competence:** work cooperatively with a partner to complete a series of tasks in activities such as orienteering; **Healthy Living:** describe strategies that can help them make healthy and affordable food choices when their friends prefer eating at fast-food restaurants)

Critical and Creative Thinking (CT)*

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., **Active Living:** use self-assessment information to identify adjustments that may be necessary in their fitness plans; **Movement Competence:** explain how the ability to apply movement skills, concepts, and strategies affects their movement competence and confidence and encourages their lifelong participation in physical activity; **Healthy Living:** describe strategies, such as planning in advance, weighing pros and cons, or considering consequences, that they can use to make decisions in a variety of situations: on small daily matters such as getting a ride or walking to school; matters with longer-term impacts such as the selection of courses that lead to a desired career path; or matters related to personal health and safety such as using the Internet and social media, texting, and reacting positively and proactively to peer pressure to smoke, take drugs, or drink alcohol in social situations)

A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of this course, students will:

- A1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;
- A2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

A1. Active Participation

By the end of this course, students will:

- A1.1** actively participate in all aspects of the program (*e.g., being appropriately prepared and equipped to participate in the activity, being engaged in the activity, striving to do their personal best, adapting to challenges when exploring new activities, monitoring their progress and successes in order to boost their confidence and increase their willingness to try new activities*), choosing from a wide and varied range of activities (*e.g., fitness and individual/partner activities, such as yoga or Pilates; small and large-group activities, sports, and games, such as wheelchair curling, shinny, sepak takraw, or rounders; recreational and outdoor pursuits, such as orienteering, cycling, or hiking*) [PS, IS]

Teacher prompt: “Sometimes everyone does the same activity. Sometimes we have a choice of activities, including some that we haven’t tried before. Why is it important to have choices and try new activities?”

Student: “I feel more motivated to participate when I have a choice. I like having more control over what I do and being able to practise things that I might want to do outside of school. It’s also good to try new activities because it gives us a chance to discover things that we might enjoy.”

- A1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives (*e.g., health benefits, such as feeling better and having more energy and stamina; pleasure of movement; being able to adapt games for different purposes; having maximum opportunity for participation, access to facilities and programs, sufficient practise time, support of family and friends; having opportunities to pursue personal and cultural interests, compete, and interact socially while being active; participating in challenging activities that allow for success and promote confidence*), and identify challenges and barriers to regular physical activity and actions they can take to overcome these (*e.g., transferring activities to an indoor location or changing outdoor clothing in response to changes in the weather, working out with a friend to maintain motivation and engagement, using time-management skills to schedule physical activity so that it does not interfere with family responsibilities or employment*) [PS, CT]

Teacher prompt: “What are some of the things that help you to be active on a regular basis?”

Students: “I do things that are fun, like playing road hockey with my friends. I also participate in after-school martial arts classes with a bunch of friends. We keep each other motivated and challenge each other to do better.” “As an Ojibway student living off reserve, I like participating in activities at the friendship centre here in town. Everyone there is very supportive, I’m often there for other reasons anyway, and doing the fancy shawl dance helps me stay connected with my heritage.”

- A1.3** demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities (*e.g., work effectively and collaboratively in groups by encouraging others, acknowledging others’ contributions, giving and receiving assistance, playing fair and displaying good activity etiquette, providing leadership*) [PS, IS]

Teacher prompt: “How might you provide leadership in the classroom?”

Student: “I can take the initiative to do necessary tasks, such as setting up or taking down the volleyball nets. I can be a role model by quickly finding a partner to warm up with when the teacher asks us to. I can help others when they need assistance. I can encourage others to achieve their goals.”

A2. Physical Fitness

By the end of this course, students will:

- A2.1** participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes (*e.g., aerobic fitness blasts, capture the flag, continuous play in small-sided games*) [PS]

Teacher prompt: “Continuous activities, such as walking, running, wheeling, and dancing, that require the use of large muscle groups are good for developing cardiorespiratory fitness. What determines the intensity of activities such as these? How do you know whether your intensity level is moderate or vigorous? According to the Canadian Physical Activity Guidelines for Youth, how much physical activity do you need in order to get health benefits from being active, and how intense should your activity be? The physical activity we do in class isn’t all the activity you need to achieve health benefits. What kinds of additional things can you do outside of class? What, according to the Canadian Sedentary Behaviour Guidelines, should you try to limit or avoid?”

Students: “The rate or intensity at which you do the activity will determine whether it is moderate or vigorous. It will be different from one person to another, depending on each person’s abilities. Using the ‘talk test’ is a simple way to measure your intensity level. A moderate-intensity activity will raise your heart rate, make you breathe harder, and may cause you to sweat, but you will still be able to carry on a conversation. During vigorous activity, you will not be able to say more than a few words without pausing for breath.” “For health benefits, the guidelines suggest that you should accumulate at least sixty minutes of moderate to vigorous physical activity daily, and you should include vigorous activities at least three days a week. Some other activities I could do outside of class to reach the sixty-minute goal are power walking or wheeling, ice-skating, snowshoeing, playing tennis, and cycling.” “We should try to avoid sitting for extended periods of time. We can do that by limiting recreational screen time to no more than two hours per day, using sedentary transport less, and spending more time outdoors.”

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Teacher prompt: “If you find it challenging to sustain moderate to vigorous physical activity for twenty minutes, what can you do to make it easier to achieve this goal? What could your next goal be after you achieve this one?”

Student: “Moving to music and doing a variety of activities helps me to keep going longer after I start to get tired. I’m gradually increasing the time I spend throughout the day on activities I enjoy. Once I’m comfortable doing twenty minutes of sustained activity, my next goal will be to continue being more physically active in different ways and at different times until I’m getting a total of sixty minutes of moderate to vigorous activity for the whole day.”

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- A2.2** describe the short-term and long-term benefits of developing both health-related fitness (i.e., cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, and body composition) and skill-related fitness (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use basic training principles to enhance both types of fitness (e.g., **progressive overload:** increasing the frequency, intensity, and/or duration of the activity or exercise over time to enhance health-related fitness; **specificity:** participating in physical activities that develop specific aspects of fitness, as when using aerobic activity to improve cardiorespiratory fitness or doing in-line skating or skateboarding to develop balance and agility) [PS, CT]

Teacher prompt: “Both health-related and skill-related fitness are essential aspects of a healthy, active life. What are the benefits of each type of fitness?”

Students: “Generally speaking, health-related fitness gives you a better quality of life. It helps you feel better and have more energy. It improves your strength and endurance, so that physical tasks, like carrying a heavy backpack, become easier, and it improves your flexibility, so that you are less likely to be injured while you’re being active. Over your lifetime it will help to reduce your risk of heart attacks, strokes, diabetes, and other health problems.” “Skill-related fitness doesn’t have direct health benefits, and you can still be quite active even if you don’t have a high level of skill-related fitness. However, it does give you better reflexes, balance, and coordination, which can be helpful not only when playing sports but also in other physical activities, such as cycling, figure skating, hiking, and dancing, as well as in your daily activities and work. It also makes you more confident about participating in physical activities and therefore more likely to enjoy them and continue participating in them.”

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Teacher prompt: “Body composition is an aspect of health-related fitness that describes the relative amounts of muscle, fat, bone, and other key components of the body. Being overweight or obese is a contributing factor for many common chronic diseases, such as diabetes or cardiovascular diseases. Being underweight also has significant health consequences. Different body weight classification systems, including the body mass index (BMI) and waist circumference (WC), can be used as measures to assess health risks for adults. Body composition is not a component of fitness that we will be assessing in class because of challenges in getting accurate measurements and interpretations of the data for bodies that are still growing and changing. It is best assessed by trained professionals, such as doctors, other health practitioners, or fitness professionals. However, it is important to be aware of body composition as a component of fitness that can affect your health.”

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- A2.3** assess their level of health-related fitness during various physical activities, and monitor changes in their health-related fitness over time [PS, CT]

Teacher prompt: “A variety of tools can be used to conduct an initial assessment of the various components of health-related fitness. For example, a sit-and-reach test can measure flexibility, and a twelve-minute run or a step test can assess cardiovascular fitness. Each assessment provides a one-time snapshot of your performance for the various components of fitness. By repeating these tests periodically and tracking progress, we can monitor changes in those aspects of health-related fitness.”

A2.4 develop, implement, and revise a personal fitness plan (e.g., use the data from their fitness assessment and an analysis of their own strengths and limitations to determine a starting point and set goals; apply training principles to help achieve goals; develop strategies to overcome challenges; celebrate successes; assess results and revise goals or training routines as needed) [PS, CT]

Teacher prompt: “What will help you achieve your goals?”

Students: “To develop health benefits, I run, do weight training, and swim at least three times a week. My goal is to increase activities that strengthen muscle and bone. Applying training principles correctly will get me to my goal faster. I’ll start by doing full-body workouts to build muscular strength and endurance, doing one exercise per muscle group. Initially, I can use my body weight as resistance, so that I build control as I’m doing the exercise. I can add weights later as I build my strength, adjusting the frequency and/or intensity of these activities over time.” “My goal is to continue my fitness plan but increase my skill-related exercises to be ready for my tae kwon do competition in a few months. I’ve developed a circuit that will improve these skills, but I have to practise more and work on my balance, power, and reaction time to make sure I’m ready.”

Teacher: “What may make it more challenging to achieve your goals? What could you do to work around these challenges and still meet your goals?”

Student: “Finding the time can be challenging. I would like to join the after-school fitness club, but I can’t stay because I work right after school. I could get a fitness membership at the community centre instead and work out there after dinner and on weekends, or I could find activities to do or equipment around the house that I could use for working out. I’ll need to schedule my workouts around my homework and other home commitments too.”

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Teacher prompt: “When doing activities to develop cardiovascular fitness or muscle strength and endurance, you will want to make sure that your level of exertion – the intensity of your activity – is not only safe but sufficient to produce the results you want to meet your personal fitness goals. To monitor this, you can use different strategies, such as a breath sound check, a talk test, your estimate of your level of exertion on a perceived exertion scale, or the amount of muscle fatigue you feel, or you can actually measure your heart rate and heart-rate recovery time. Getting the results you want will also depend on your level of activity. You can use various means to keep track of this, such as wearing a pedometer to record the number of steps you take or keeping an activity log/blog to record your activity, feelings, and progress.”

A3. Safety

By the end of this course, students will:

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., wearing appropriate clothing and required protective equipment, ensuring that they are carrying personal medical devices such as inhalers or epinephrine autoinjectors, participating in warm-up and cool-down activities, acting as a spotter for a friend in strength-training activities, using equipment and facilities correctly and in an appropriate manner, performing a safety check of the area before starting an activity, swimming with a buddy and in a supervised area) in a variety of physical activity settings (e.g., gym, fitness room, field, hiking and snow trails, recreational facilities) [PS, IS, CT]

Teacher prompt: “What can you do to ensure your body is properly prepared to participate in the small-sided games we are going to do later in the class?”

Student: “I can start by warming up. Aerobic activities, such as brisk walking, wheeling, or running, will raise my core temperature and get my heart and lungs ready for more vigorous activity. Once my body is warmed up, I can do stretching exercises to prepare my muscles and reduce the risk of muscle or joint injury.”

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Teacher prompt: “What should you do to ensure that your surroundings are safe before participating in various kinds of activities?”

Students: “Before playing ultimate disc, we should look for things like broken glass, large divots, or other things that shouldn’t be on the field and report them to the teacher or adult in charge, who will decide what should be done to make the playing area safe.” “Before hiking on park trails, we should check for weather warnings and find out about any hazards in the area.” “No matter what the activity is, we should always ‘think on our feet’. If we find ourselves in an unfamiliar or unexpected situation, we should look for potential risks and hazards and think about how to respond safely to them.”

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- A3.2** demonstrate an understanding of how to deal with emergency situations related to physical activities (e.g., know when to call for assistance or phone 9-1-1; understand the importance of staying calm; recognize the signs of an asthma attack or other kinds of distress and know what to do to help; recognize the symptoms and signs of a concussion and stop physical activity until the injury is assessed; know not to move a person with an injury; recognize the signs of shock and place the injured person in the recovery position until help arrives) [PS, IS, CT]

Teacher prompt: “What are some examples of situations in which you should call 9-1-1?”

Student: “You should call 9-1-1 whenever there is a life-threatening emergency or you need an ambulance, the police, or the fire department. For example, you should call 9-1-1 if someone is having a hard time speaking or breathing, or if someone collapses, passes out, or is being attacked.”

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- A3.3** demonstrate an understanding of cardiopulmonary resuscitation (CPR) techniques and when and how to use them (e.g., know and rehearse the response sequence; demonstrate techniques on a mannequin; explain what an automated external defibrillator (AED) is used for, and identify where they are located in local community facilities) [CT]

Teacher prompt: “What are some ways you could practise CPR without a mannequin?”

Student: “You could practise compressions on a pillow, stacked gym mats, or bathroom weight scales, or by using simulated equipment like toilet paper rolls wrapped together or a ball tied between two flutter boards. You could work with a partner, with their consent, to practise identifying the spot where you apply the compressions. You and your partner could also say the CPR sequence to each other – compression, airway, breathing – and explain what you do at each stage, but it is important not to do actual compressions or breaths on your partner.”

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

SPECIFIC EXPECTATIONS

B1. Movement Skills and Concepts

By the end of this course, students will:

- B1.1** perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli (*e.g., maintain balance and keep core muscles tight while doing lunges with or without hand weights; maintain balance while moving during aerobic routines; run/wheel to complete an orienteering course while demonstrating awareness of objects on the trail; show awareness of the position of the bar when taking off and landing during a high jump*) [PS, IS, CT]

Teacher prompt: “Work in a group of up to four to develop a creative dance. Choose a winter sport or environmental theme – like recycling, weather, or sustainable living – and base your dance on actions relevant to the theme. Show at least three different ways of moving, and include both movements and stationary poses. What locomotor skills, stability skills, and movement concepts might you use when creating your dance?”

Students: “Depending on our theme, we might consider using and combining different ways of moving, such as walking, running, hopping, crawling, wheeling, and jumping, and we might use dance movements such as step-hop, shuffle, and grapevine steps. Some stability skills that we could include are bending, twisting, stretching, and swinging. We would also use stability skills to control our bodies while moving from one position to another.” “We need to consider where our bodies move and how each body moves in relation to the others. For example, if we are working in a group of four, we need to decide which direction we are going to move in, what pattern – circle, zigzag, or square – we are going to form, and what parts of the body we are going to move.”

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Teacher prompt: “For this wrestling activity, you will work with another person on the mat. Position yourself on your hands and knees. Try to hold yourself in position while the other person tries to move you off balance. What do you need to do to maintain your stability?”

Student: “To maintain my stability, I need to use core abdominal strength to hold a four-point stance while keeping my elbows slightly bent.”

- B1.2** perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli (e.g., *send a rock, using an appropriate amount of force, to remove the opposing team’s rock in curling; move body into position to retain possession in ultimate disc while evading defenders; be aware of a defender’s position to determine whether to use a left or right forehand or backhand pass or shot in sledge hockey*) [PS, IS, CT]

Teacher prompt: “What factors do you need to consider when throwing an object?”

Student: “I need to consider the shape of the object, how far I want to throw it, whether any objects or people are in the way, and how much force I need to apply as I throw. If I am outside, I need to consider the impact of other factors, like the wind. When I’m travelling with the object, I need to get into a balanced position before throwing it.”

- B1.3** demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to refine skills as they participate in a variety of physical activities (e.g., *doing a full-turn jump in hip hop, sending an object in a target game and in a territory game, receiving and retaining an object in a territory game, performing a tennis or badminton forehand shot*) [PS, CT]

Teacher prompt: “How do you apply the phases of movement when sending an object in a target or territory game?”

Student: “To throw or pass in either situation, I prepare by moving into position while keeping my eyes on the intended target. To execute the action, I use my entire body by extending my legs and arms and transferring my weight forward as I release the object. I follow through by continuing the motion of my arm in the direction of the throw or pass while keeping my eyes on the target. I then resume the ready position to prepare for the next action.”

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Teacher prompt: “Rope jumping involves three phases in each jump, and you perform each of them several times during your jumping session. When learning how to jump rope, what should you pay attention to in each phase?”

Student: “There are a number of things a beginner should look out for in the preparation phase. You should be standing upright, staring straight ahead, and balancing your weight on the balls of your feet. Your elbows should be to the side of your body, and the rope should be touching the back of your heels or calves. The execution phase is the jump, and the follow-through is the landing. When you jump, turn the rope with your wrists, not your arms, and don’t jump too high. A couple of centimetres off the ground will do. Land lightly on the balls of your feet.”

- B1.4** apply appropriate movement principles* in order to refine skills in a variety of physical activities (e.g., *bend knees and keep feet apart to lower the centre of mass and produce a stable base of support when in a ready position; extend joints to produce more force when throwing or striking*) [PS, CT]

Teacher prompt: “In cross-country skiing or sit-skiing, you are constantly working to maintain your balance. As you change speed, turn, and react to the unevenness of the ground, you have to absorb a variety of forces and redistribute your body weight to overcome gravity. What movement principle should you keep in mind in order to improve your balance while cross-country skiing or sit-skiing?”

* See pages 34–35 for background information and a description of movement principles.

Student: “The most important principle to consider is the effect of your body’s centre of gravity on your stability. To maintain stability, your centre of gravity should be as low as possible and directly above your point of contact with the ground. When gliding in cross-country skiing, for example, you should keep your knees slightly bent and your body weight far enough forward that your line of gravity passes through the balls of your feet.”

B2. Movement Strategies

By the end of this course, students will:

- B2.1** demonstrate an understanding of the components of a range of physical activities (e.g., *movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments (e.g., *gym, fitness room, ice rink, pool, park, recreational facilities, hiking and snow trails*) [IS, CT]

Teacher prompt: “To make it possible for everyone to participate successfully in an activity, we can modify the activity so that it’s suited to the abilities of all those taking part or to the resources and facilities that we have available. What are some of the ways in which you could modify an activity?”

Student: “We could change some of the rules and guidelines, the equipment we use, the size of the activity area, or the physical demands of the activity. We could also change the number of players or the way we group the players.”

Teacher: “If we want to modify an orienteering activity to make it more suitable for a particular group of students, what are some of the things that we can do?”

Student: “The course can be modified by varying the distance and/or the level of difficulty. The right combination of distance and difficulty will depend on the experience and fitness levels of the students. Some students might want to see who can find the most control markers within a prescribed amount of time or within the shortest time. If students with mobility challenges are participating, we would have to make sure that all parts of the course were accessible to them.”

- B2.2** apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities (e.g., *individual activities: alter a movement sequence to improve the flow in a dance or fitness routine or in a game; choose a hiking trail suited to their experience or fitness level; target activities: focus mentally on the target and ignore external distractions in order to enhance aim and accuracy; net/wall activities: direct an object to the part of the court that is hardest for the opponent to cover; striking/fielding activities: apply spin to the ball to make it more difficult for the opponent to strike; territory activities: create space by using a “give and go” play to get to an open space and receive a return pass; stay between the opponent and the goal when defending*) [PS, IS, CT]

Teacher prompt: “How can the way that players position themselves in the area of play increase their team’s chances of success in territory activities?”

Students: “Staying between the opponent and the goal makes it more difficult for the opponent to score. In that position, I have a better chance of intercepting the object when the opponent tries to score.” “Moving into open space gives us a better chance to receive a pass and gives the other team less chance of intercepting it. It then allows us to move the object closer to the goal to increase our chances of scoring.”

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Teacher prompt: “Why is it important to communicate with your partner and be aware of what your partner is doing when playing doubles in net/wall activities?”

Student: “In net/wall doubles activities, you need to work together to make sure that the court is covered. If I move one way, my partner needs to move to cover the space that I have left open. To keep your partner aware of your intentions, you have to talk to each other.”

- B2.3** demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities [PS, CT]

Teacher prompt: “Think about the skills you use in various physical activities. How does having the skills to participate in an activity and knowing how to apply movement concepts and strategies help build your confidence and encourage your participation in the activity?”

Student: “Having the skills gives you the confidence of knowing you can do the things you need to do when you participate in sports, games, and recreation or fitness activities. For example, if you are a water polo player, knowing how to do the egg beater to raise your body out of the water is one skill that helps you be a stronger player and therefore a more confident player. Knowing how to apply movement concepts and strategies helps you use those skills more effectively and improves your performance. Again, in water polo, knowing when and where to move in the pool helps you play more effectively as a part of a team. That kind of knowledge about an activity builds your confidence and makes it more likely that you will want to take part in the activity or even try new activities. Skills, knowledge, confidence, participation – all of these things are connected, and they build on each other to help you do well and feel good with the activities you choose to do.”

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Teacher prompt: “Give an example of how success in a physical activity depends on a combination of movement skills, concepts, and strategies.”

Student: “In wheelchair basketball, setting up for an offensive play requires effective sending and receiving skills and good court sense, which means knowing when to pass the ball and who to pass it to. Assessing the game situation and the location of teammates and defenders allows players to see if there are opportunities to pass the ball before they dribble or shoot. Players need to know which teammate they are going to pass to and how fast their teammate is moving in order to pass accurately. The goal of passing to a teammate is to set that player up for a shot or to advance the play.”

C. HEALTHY LIVING

Healthy Living Learning Summary for Grade 9: Key Topics*			
Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Healthy Eating	C1.1 Connection to holistic health: physical, mental, emotional, spiritual [PS, CT]	C2.1 Healthy eating plans [PS, CT]	C3.1 Food and beverage choices – environmental, social factors [IS, CT]
Personal Safety and Injury Prevention	C1.2 Technology – benefits and risks, safe use [IS, CT]		C3.2 Mental health concerns – warning signs and responses [PS, IS] C3.3 Responding to bullying/harassment (including sexual harassment, gender-based violence, homophobia, racism) [PS, IS, CT]
Substance Use, Addictions, and Related Behaviours	C1.3 Resilience – protective and risk factors [PS, CT]		C3.4 Social influences; decision-making, communication skills [IS, CT]
Human Development and Sexual Health	C1.4 Preventing pregnancy and STIs C1.5 Factors affecting gender identity and sexual orientation; supports [PS]	C2.2 Relationships – skills and strategies [PS, IS] C2.3 Thinking ahead about sexual health, consent, personal limits [PS, CT]	

* This chart is extracted from the complete Grade 9–12 Healthy Living Learning Summary chart on pages 204–205. The topics are listed on the left, and the focus of each expectation is summarized briefly, to give teachers a quick overview of the strand.

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.

SPECIFIC EXPECTATIONS

C1. Understanding Health Concepts

By the end of this course, students will:

Healthy Eating

- C1.1** explain how active living and healthy eating contribute to a person’s physical health and mental, emotional, and spiritual well-being, and describe the benefits of a holistic approach to health (*e.g., provides more energy, helps body develop to full physical potential, increases self-esteem*) [PS, CT]

Teacher prompt: “Health is holistic in nature, which means that there is a strong connection between our physical health and our mental, emotional, and spiritual well-being. For example, eating healthy food, being physically active, and getting a good night’s sleep all support healthy growth and development and also help us deal with the effects of stress. Numerous studies also show that regular physical activity can relieve symptoms associated with anxiety and depression.”

Personal Safety and Injury Prevention

- C1.2** demonstrate an understanding of the benefits and risks of using electronic communication technologies (*e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one’s thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy*), and describe strategies that they can apply to ensure their safety while using these technologies [IS, CT]

Teacher prompt: “What things do you need to be aware of when using online communication technologies?”

Student: “You need to be aware that it is easy to lose control of private information. People you chat with online may not be who they say they are and could be dangerous. Things you say online can be taken out of context and could spin out of control. People can easily bully others online.”

Teacher: “What can you do to protect yourself?”

Students: “Remember that any information you post online is public. Think before you act. The safest approach is to chat online only with people you know and trust. If you do chat with people you have not met, use an online nickname instead of your real name, don’t give out any personal information or other identifying information such as photos or videos, and don’t talk about private matters, including sex.” “Be respectful online, respect others’ privacy, and avoid sharing or posting any images without consent.” “If someone is being abusive online or through texting, you can be assertive and stand up for yourself or others. However, if a situation is not going well, it is better to end the contact rather than risk having the matter escalate. If there is a problem, get help. Use safe and anonymous reporting lines set up by the school or community to report abusive incidents, such as sharing of sexual images without consent.” “Use an Internet security program to protect your computer from online threats. Use passwords that can’t be figured out easily, and never share your passwords.”

Substance Use, Addictions, and Related Behaviours

- C1.3** demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions [PS, CT]

Teacher prompt: “Resilience is the ability to bounce back from challenges. It is an important aspect of an individual’s mental health and emotional and spiritual well-being. Factors that promote resilience are known as *protective factors*. Factors that compromise resilience are called *risk factors*. Building protective factors and limiting risk factors can make a person more resilient and more able to deal with situations that might draw them into substance use and addictive behaviours. Can you give me examples of both types of factors?”

Students: “Protective factors include having support from family and friends, a positive self-image, good communication skills, self-control, problem-solving abilities, positive outlets for stress, and good health.” “Risk factors include a family history of substance abuse or mental illness, other domestic problems, and not having people who give you shelter, food, and an emotional connection. Someone without support may be more likely to turn to substance use or take risks online as a way of forgetting their problems or seeking support.”

Teacher: “While some factors are the result of forces that you can’t control, some factors can be changed to increase your resilience. What are some ways of strengthening your resilience? How can you apply these strategies to different situations in your life, such as making choices relating to substance use or addictive behaviours?”

Students: “Finding positive ways of coping with stress can make you more resilient. Different things work for different people. Talking with friends, getting enough sleep, eating well, and participating in stress-relieving activities, such as physical activities or meditation, can make you less likely to deal with stress in negative ways, such as using alcohol or drugs or indulging in too much screen time.” “Participating in traditional healing and cultural activities can also help someone cope with stress in a positive way.” “Practising problem-solving and decision-making skills can build resilience. Getting information is part of these skills. It’s easy to make a harmful choice if you don’t understand the consequences. Some people, for example, think that it’s safe to experiment with prescription drugs, such as narcotic painkillers, because they aren’t street drugs. But used the wrong way, they can be addictive, and overdoses can kill you.” “Discuss your feelings with parents, teachers, or other adults you trust.” “It’s good to seek out role models – people who are not afraid to stand up for themselves and are proud of making healthy choices.”

Human Development and Sexual Health

C1.4 describe the relative effectiveness of various methods of preventing unintended pregnancy or sexually transmitted infections (STIs), including HIV/AIDS (e.g., *avoiding oral, vaginal, and anal intercourse; delaying first sexual intercourse; using protection, including barrier and hormonal methods, to prevent unintended pregnancy; using condoms and dental dams to protect against STIs*), and identify sources of information and support (e.g., *doctor, nurse practitioner, public health unit, parents, credible and accurate websites*)

Teacher prompt: “If you are thinking about having sex, you need to know how to avoid unintended pregnancy or STIs. What factors may influence whether a person uses protection? How effective are condoms in preventing pregnancy or STIs?”

Student: “Sometimes people don’t use condoms because they don’t understand how common STIs like HPV, herpes, and chlamydia really are, and they don’t know that you can’t always tell when a person has an STI. Sometimes people feel shy about talking to their partner about why protection is important. Sometimes people get pressured into not using condoms because their partner says you don’t need to and it feels better without one. But because the consequences can be so serious, you need to talk to your partner about using condoms if you are thinking about having sex. Using a condom every time is one of the most effective methods of birth control and will reduce your chances of getting an STI, including HIV.”

Teacher: “What forms of support can sexual health clinics provide?”

Student: “They can provide no-hassle counselling and confidential services ranging from birth control advice and pregnancy tests to advice on relationships and testing and treatment for STIs and HIV/AIDS.”

- C1.5** demonstrate an understanding of factors (e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness) that can influence a person’s understanding of their gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex) and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify sources of support for all students [PS]

Teacher prompt: “Gender identity refers to a person’s sense of self, with respect to being male or female, both, or neither, and may be different from biological or birth-assigned sex. Sexual orientation refers to how people think of themselves in terms of their sexual and romantic attraction to others. What determines a person’s sense of self? How do social expectations and stereotypes about gender and sexuality influence how a person may feel about their gender identity or sexual orientation?”

Students: “A person’s sense of self is affected by the person’s cultural and family background, religion, and what they have come to value. Media images, role models, support systems, and acceptance or lack of acceptance by others could influence how different people feel about their gender identity or sexual orientation.” “Expectations or assumptions about masculinity and femininity and about heterosexuality as the norm can affect the self-image of those who do not fit those expectations or assumptions. This can make it difficult for a person to feel accepted by others.”

Teacher: “What are some sources of support for students who may be questioning their gender identity or sexual orientation?”

Students: “Talking to other young people dealing with the same issues can be a great start. It’s important to know that you are not alone. Many communities have organizations that provide services for gay, lesbian, bisexual, and transgender youth, as well as for those who are questioning their gender identity or sexual orientation and for allies who support them. School guidance counsellors, health professionals, and trusted adults and friends can also help.” “Student-led clubs, such as gay-straight alliances, can make a big difference. As individuals, we can help by always treating each other fairly and with respect. In our society it is important to respect and accept the rights of all.”

C2. Making Healthy Choices

By the end of this course, students will:

Healthy Eating

- C2.1** apply their knowledge of basic nutrition principles and healthy eating practices (e.g., relating food intake to activity level, ensuring their diet includes foods from all food groups in Canada’s Food Guide, using healthy preparation methods) to develop a healthy eating plan [PS, CT]

Teacher prompt: “How can a healthy eating plan help you?”

Student: “A healthy eating plan will help me get the right amount of energy and nutrients and make my body’s systems work better. A plan could also put me on the right track for avoiding serious illnesses later in life.”

Teacher: “When developing your healthy eating plan, you need to think about such things as the number of servings you need from each food group, the portion size, your food preferences and eating habits, your level of physical activity, cultural and religious norms, the nutritional value of the food, alternative food choices, and your budget. It’s also important to plan your consumption of water and other fluids to ensure that your body runs effectively and efficiently. What are some other things you might consider in making your plan?”

Students: “I will also take into account how the food is prepared. Healthy ways of cooking are those that don’t use much fat or sodium, such as baking, grilling, broiling, steaming, microwaving, poaching, or stir-frying.” “I often eat at fast-food places. I need to think about how this fits into my healthy eating plan and about changing how often I eat out and what I choose to order.” “I am concerned about the impact of food choices on the environment, so I will also consider how and where the food is produced and how it is packaged.”

Teacher: “Where can you get information that can help you develop your healthy eating plan?”

Student: “Canada’s Food Guide is one of the most useful sources. It has been translated into many different languages (e.g., Arabic, Punjabi, and Spanish), and there is also a version for First Nation, Inuit, and Métis users. In addition, I can get a lot of good information from registered dietitians, the local public health unit, and credible and accurate nutrition websites.”

Human Development and Sexual Health

C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships [PS, IS]

Teacher prompt: “To build healthy relationships, including intimate relationships, it is important to have open communication, mutual respect, and honesty between the people involved. It is also important to recognize when more information or help is needed. Can you give me an example of a strategy that can help you build healthy relationships?”

Students: “A good strategy is to seek out information, ask questions, and talk with others to hear different perspectives when you have concerns. Take the time you need to make decisions that you will feel good about. If something does not feel right, step back and get advice from a parent, a public health professional, an elder, a doctor, or another adult you trust.” “Get to know yourself – mentally, emotionally, spiritually, and physically. Take time to figure out what you think, what you have come to value, and what makes you feel good. Knowing and respecting yourself is a good foundation for a healthy relationship.”

C2.3 apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality [PS, CT]

Teacher prompt: “As their bodies continue to grow and change and their understanding of themselves and their bodies continues to develop, some teenagers are thinking about becoming sexually active. What should you keep in mind when making decisions about sexual activity?”

Students: “There are a lot of different things to think about. You can start with considering how having sex fits in with the values that you and your family respect.” “As a Métis woman, I was taught by my aunties about my ability to create life and how important it is to respect that gift. The decisions I make about sex depend greatly on how much I respect myself and respect being a woman. It’s important to take the time to find a partner who respects me as well, and my body.” “Having a clear understanding of consent is important. When making decisions about sexual activity, both people need to say yes. Silence does not mean yes; only yes means yes. Consent needs to be ongoing throughout the sexual activity.” “For some teens the most important question is whether they feel comfortable, ready, and mature enough to have sex. It helps to know yourself well, to know your body, and to know what makes you feel good – and safe – and what doesn’t. You also need to think about your health and whether you are in a relationship where both partners trust and care for each other. If you are not ready to take responsibility to protect yourself and your partner from STIs or an unintended pregnancy, you’re not ready to have sex.” “People should remember that everyone needs information, and different people may need different information. As a teen with a physical disability, I

have had difficulty finding information about sexual health that meets my needs. People think that because I'm in a wheelchair, I don't need this kind of information, but that's not true!"

Teacher: "One of the best ways to take care of your sexual health is to do some thinking in advance about your health and safety and also about your needs, your values, and your limits when it comes to sexual activity. It is important to think about what you are comfortable with and what you are not comfortable with at this point in your life. This can include choosing not to be sexually active. Thinking about your sexual health involves planning for a regular medical check-up, regular breast or testicular self-examinations, and STI and Pap tests if you are sexually active. Another part of thinking in advance to take care of your sexual health involves collecting information. For example, you need information about what's involved in using condoms – checking the expiry date on the box, learning how to put one on, and planning for the possibility of one breaking. That's the medical side of thinking about your sexual health. What about the emotional side? How does thinking ahead help you when you need to make decisions about sex?"

Student: "Thinking in advance about your sexual health and about being sexually active means reflecting on your own values, your priorities, and your situation. If you've done this thinking, you've considered your health and safety and also focused on understanding yourself and what's best for *you*. It's helpful to think things through for yourself in advance, before you have to make a decision 'in the moment'."

Teacher: "How are a healthy eating plan, a physical activity or fitness plan, and thinking ahead about your sexual health connected?"

Student: "They're all related to how I care for my body physically, but also how I care for myself as a whole. They reflect how I feel about myself as well as the personal values I have developed and my cultural values. Healthy eating, physical activity, and a good understanding of sexual health all contribute to good physical and mental health and to my sense of well-being."

C3. Making Connections for Healthy Living

By the end of this course, students will:

Healthy Eating

- C3.1** analyse the influence of social and environmental factors on food and beverage choices (*e.g., financial status, culture, religion, media influence, peer influence, family food traditions, accessibility of different kinds of food, restaurant choices, proximity to where food was produced, environmental impact of food production methods*) [IS, CT]

Teacher prompt: "What are some social and environmental factors that affect a person's food choices?"

Students: "Families in which the adults work long hours may have less time for meal planning and preparation. It can be harder to make healthy choices when you have less time and less money." "Things like food production, transportation, and packaging can have a serious impact on the environment. To reduce my carbon footprint and other environmental impacts, I try to choose local fresh foods." "I belong to an Inuit family that lives in the city. I haven't grown up eating traditional foods such as game and arctic fish. Because these foods are important to our culture, I would like to learn about them and ways of preparing them." "Food choices may not be the same in every part of Ontario because of differences in the kinds of foods that can be produced in or easily shipped to different areas, like the Far North, rural areas, or cities."

Personal Safety and Injury Prevention

C3.2 identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/classmate, supporting others who are struggling with their emotional well-being) [PS, IS]*

Teacher prompt: “What are some warning signs that might indicate that someone is not doing well mentally or emotionally? What kind of support can you suggest if you see these signs in a friend?”

Students: “People struggling with mental or emotional difficulties may withdraw from relationships, have trouble sleeping or eating, or respond to situations differently from the way they usually do. If a person talks about having suicidal thoughts, take them seriously, even if they pass it off as a joke. Talk of suicide may be a call for help. Suicidal thoughts and behaviours should not be kept secret. It is very important to tell a trusted adult about your concern. This is too big to handle alone. You are being a good friend when you seek help.” “Sources of support include teachers, health professionals, religious leaders, community elders, traditional healers, family members, community health care services, telephone help lines, and credible and accurate websites.”

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Teacher prompt: “Stress can be both helpful and harmful. It can motivate you for a big game or a recital or exam, but it can also impair your ability to concentrate, solve problems, or attain goals. How we cope with stress can have a considerable effect on our mental health and well-being. One of the most important strategies is making healthy choices and developing healthy habits – getting enough sleep, following healthy eating practices, and staying physically active. What other strategies could we suggest to someone who is trying to cope with stress?”

Student: “Figuring out what is stressing you is the first step in learning how to minimize stress. Take control of what you have to do. Decide what’s most important and what you can let go of. Accept yourself as you are, identify your strengths and build on them, but realize that no one is perfect. Replace negative thoughts with more balanced thoughts. Schedule breaks and fun activities such as music, art, physical activity, reading, gardening, or cooking. Socialize with people who are upbeat. Practise relaxation techniques, such as yoga, deep breathing, progressive muscle relaxation, or meditation.”

Teacher: “Worrying about pressures is a normal and expected part of life, but it’s not normal to have persistent feelings of worthlessness, to stop enjoying activities, or to feel as if nothing good will ever happen to you. If you have these feelings and they don’t go away, it is very important to seek help. In our school and community, for example, you can talk to someone you have a good connection with – a teacher, guidance counsellor, or the principal. We all care and would want to help you. You might also seek help from your family, a religious leader, coach, or family doctor. Kids Help Phone (1-800-668-6868) has experienced counsellors you can talk to anonymously 24/7. They also have an app.”

C3.3 describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour) [PS, IS, CT]

* Discussions about mental health and suicide should be approached with caution and sensitivity. See pages 5, 39–40, and 42–43 for further information.

Teacher prompt: “Staying safe in relationships and preventing and avoiding violence is a two-way street. It is critical to learn how to say no, but it is also critical to understand that no emphatically means no, that no response means no, and that anything other than enthusiastic consent means no. Tell me more about what consent means and how you recognize it.”

Students: “It’s not just that neither partner has said no. It’s about both partners saying yes. Lack of protest or resistance does not mean consent, nor does silence. A person cannot give consent if they are intoxicated or unconscious.” “When we’re talking about sexual activity – or anything, really, including situations that involve drinking and driving or other behaviour where there might be risk of harm – you need to remember to pay attention to body language and behaviour as well as words.”

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Teacher prompt: “What are some warning signs of a relationship that is becoming unhealthy or abusive? What should you do if you think you are in an unhealthy or abusive relationship?”

Students: “Warning signs might include excessive criticism, threats, unreasonable monitoring, intensive pressure, physical violence, jealousy, or controlling behaviour such as checking in constantly by phone, text, or e-mail or limiting time apart, and making rude comments about one’s partner in person, by texting, or on the Internet.” “If you think that you are in an unhealthy relationship, you should talk to a trusted adult. Tell them why you think the relationship is unhealthy and exactly what the other person has done. This trusted adult can help you talk to your parent or guardian, an elder, a counsellor, school authorities, or even the police.”

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Teacher prompt: “Everyone needs to feel accepted and safe in their school and in the community. This requires respect for others, cooperation, and an appreciation of others’ differences. Slurs against others are disrespectful and hurtful and violate their human dignity. What can be done to change or challenge this kind of harassment?”

Student: “We can be role models by not using disrespectful language and not accepting it if we hear others say things that are sexist, homophobic, or racist or use other put-downs such as comments about weight or appearance. We can show our support for those who are being disrespected by standing up for them and telling their abusers to stop. If the situation doesn’t feel safe, we can help the person get out of the situation or get help.”

Substance Use, Addictions, and Related Behaviours

C3.4 describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences [IS, CT]

Teacher prompt: “How can you use your decision-making and communication skills to resist pressure to use substances when you are with others or deal with difficult situations that might occur online when you are texting, interacting through social networks, or gaming?”

Students: “I need to start by thinking in advance about the positive and negative consequences of my actions. I can also avoid problems if I hang out with people who make healthy choices, who are supportive, and who don’t hassle me about not drinking and smoking. The same idea applies to choosing who I communicate with online.” “To respond to peer pressure to use substances or to difficult situations online, I may need to use my assertiveness skills to say no confidently and persuasively. When dealing with someone face to face, listening carefully and watching body language are important.”

Healthy Active Living Education, Grade 10

Open

PPL20

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

***Note:** Courses for Grade 10 Healthy Active Living Education must address all of the expectations in the curriculum. However, focus courses centred around a particular group of physical activities may be used as the vehicle through which students will attain the expectations.*

The possible groupings for Grade 10 focus courses and their corresponding course codes are:

- *Healthy Living and Personal and Fitness Activities – PAF2O*
- *Healthy Living and Large-Group Activities – PAL2O*
- *Healthy Living and Individual and Small-Group Activities – PAI2O*
- *Healthy Living and Aquatic Activities – PAQ2O*
- *Healthy Living and Rhythm and Movement Activities – PAR2O*
- *Healthy Living and Outdoor Activities – PAD2O*

For more information about the delivery of such courses, see pages 20–21.

LIVING SKILLS



Student learning related to the Living Skills expectations takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and should be assessed and evaluated within these contexts.

OVERALL EXPECTATION

By the end of this course, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

SPECIFIC EXPECTATIONS

1. Living Skills

By the end of this course, students will:

Personal Skills (PS)*

- 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living**: consider what effect their background [family, social, economic, cultural] and experiences have had on the way they think about physical activity or the activities they choose; **Movement Competence**: monitor changes in their body positions during various phases of movement to improve their locomotor and manipulation skills; **Healthy Living**: describe ways to recognize sources of stress and assess the relative importance of their stressors)

Student: “I’m trying to improve my catching skills in cricket and other activities, so I’ve been paying close attention to what I’m actually doing when I catch and comparing it to what I should be doing. I have to remember to be on the balls of my feet when I’m in the ready position, so that I can get a quicker start and have a better chance of getting to the ball. I need to keep my eyes on the ball as I move into position to catch it. I’m also paying more attention to cushioning the catch by letting my arms and hands give a bit after I have made contact with the ball. I still have to do more work on adjusting my legs, arms, and torso so that I can recover my balance faster after making the catch and get ready to throw the ball to a teammate.”

- 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living**: use planning skills to adjust goals and training schedules and revise fitness plans in response to their ongoing monitoring and assessment of their progress in developing their personal fitness; **Movement Competence**: describe how adopting a positive attitude, practising regularly, and using constructive feedback for self-correction

* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 25–29 for a discussion of living skills.)

contribute to being successful when developing new skills; **Healthy Living:** explain how paying attention to one's own emotions and expressing them in a positive way can assist in avoiding a conflict or preventing a conflict from escalating; describe how various coping strategies can be used to enhance their mental health and well-being)

Teacher prompt: "Sometimes when we are angry we say things that we don't mean, or accuse people of things unfairly, and then feel badly about this later. What strategies can we use to manage these strong emotions and minimize the potential for interpersonal conflict?"

Student: "Taking a deep breath, pausing to reflect before speaking, acknowledging our emotions, and using 'I' statements are all strategies that help us to come across in more rational ways when dealing with tense situations."

Interpersonal Skills (IS)*

- 1.3** communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** use respectful words when communicating with others during activities; **Movement Competence:** use non-verbal communication, such as making eye contact with a teammate or looking for a target hand when passing an object during a territory game; **Healthy Living:** demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs)
- 1.4** apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., **Active Living:** support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; **Movement Competence:** apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; **Healthy Living:** explain why being respectful is an important contributor to maintaining healthy relationships)

Critical and Creative Thinking (CT)*

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., **Active Living:** explain the connections between active living and personal fitness, and describe the benefits of being active and fit; **Movement Competence:** evaluate the offensive or defensive strategies that they used during various activities, and determine what they could do differently to improve their performance in those activities; **Healthy Living:** describe how current dietary trends could influence their food choices, and explain the implications of these choices for healthy development and active living)

A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of this course, students will:

- A1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;
- A2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

A1. Active Participation

By the end of this course, students will:

- A1.1** actively participate in all aspects of the program (*e.g., being appropriately prepared and equipped to participate in the activity, being engaged in the activity, striving to do their personal best, adapting to challenges when exploring new activities, monitoring their progress and successes in order to boost their confidence and increase their willingness to try new activities*), choosing from a wide and varied range of activities (*e.g., individual activities; small- and large-group activities, sports, and games; outdoor and recreational pursuits*) [PS, IS]

Teacher prompt: “What encourages you to do your best? How does doing your best contribute to active participation?”

Student: “Being able to help choose the types of activities we participate in motivates me to do my best. Encouragement and positive feedback also motivate me. To do something well, you have to work at it, so the harder I try, the more likely I am to improve. If I am good at an activity, I’m more likely to keep doing it.”

- A1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity [PS, CT]

Teacher prompt: “Social or cultural factors sometimes influence the way we think about physical activity and the opportunities we have for physical activity. Can you give me an example of how different backgrounds could encourage or limit participation? Can you suggest how a person might deal with some of these limitations and still remain active?”

Students: “For me, doing things connected to my cultural background has made me more active. I participated in a powwow in our community in the summer and really liked the dancing, drumming, and sharing of gifts. Now I dance a couple of times every week, and I want to join a community group that performs powwow dances across Ontario. I’m also meeting new people and learning more about my culture and heritage.” “My parents emphasize academics and don’t consider physical activity important. Once I decided to become more active, I had to convince them that time spent on physical activity was not wasted. I pointed out that physical activity leads to better health, and that leads to better

physical and mental performance. I persuaded them that my marks wouldn't suffer and might even get better. Now they are happier to let me take part in physical activities with my friends." "Being physically active has always been a big part of my family's culture. My mother regularly walks with her friends, and I sometimes join them."

- A1.3** demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities (*e.g., encourage others; show respect for others' points of view; listen attentively; show appreciation; encourage fair play; be inclusive; provide leadership by leading an in-class activity such as a warm-up or cool-down or suggesting ways to adapt an activity so that individuals with different physical or intellectual abilities can successfully participate*) [PS, IS]

Teacher prompt: "Give me some examples of actions you can take or attitudes you can adopt that create a positive atmosphere in class and support lifelong participation in physical activity."

Students: "Today in class a sighted student was helping a student who is visually impaired by guiding her during our light run/walk." "My friend, who uses a walker, showed me how we could adapt the game so that we both could play. Being inclusive encourages everyone to participate. Focusing on what people can do instead of what people can't do helps to overcome barriers throughout life and increases opportunities for all to be active." "In our class we set up a buddy system as a way of encouraging each other to do particular activities, be more active, and work on our skills. Working with a buddy keeps you motivated and improves your chances of success."

A2. Physical Fitness

By the end of this course, students will:

- A2.1** participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes (*e.g., continuous circuit training, cross-country skiing, ultimate disc, swimming*) [PS]

Teacher prompt: "How do you know that you are being active to the best of your ability when participating in various physical activities?"

Student: "It is a personal measure. I know what it feels like to push myself. My heart rate goes up, I breathe faster, I get hot, and I can feel my muscles working. If I am taking breaks I don't really need, not breathing very hard, or not feeling some tension in my muscles, I know I am not working my hardest. Once my body is used to working at a certain intensity for a certain period of time, I know I can push myself to do a little more. How much more will depend on my comfort range and what I want to accomplish."

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Teacher prompt: "We get a certain amount of physical activity just through the routine activities of everyday life. We also get twenty minutes or more of moderate to vigorous physical activity in class. But to get all of the health benefits, we need to accumulate sixty minutes of moderate to vigorous physical activity in addition to what we get from routine daily activities. Finding the time for daily physical activity is not always easy. What can you do to ensure that you get enough activity every day?"

Students: "I can make physical activity a priority. One way to do that is to set aside a certain amount of time every day for physical activity and make it a fixed part of my daily routine, so that it only gets bumped from my schedule in extreme cases." "I can join a sports club or league. It will be fun, and the regular schedule of games will help to keep me committed." "Instead of travelling by car, I can use active transportation – walking/wheeling, biking, skateboarding, or in-line skating." "I can be more active in small ways,

like taking the stairs or walking an extra stop when I take the bus.” “I can build activity into my leisure time and social life. Instead of watching TV or playing video games, I can go for a walk or a bike ride, play a pickup game of ball hockey, or throw a disc with a friend. I am working at limiting the amount of time I spend sitting.”

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- A2.2** describe factors that affect personal physical fitness (*e.g., eating habits; heredity; social, economic, and cultural influences; maturation; physical challenges; effectiveness of training routines and adherence to training principles, such as overload, individuality, and specificity*), and explain the benefits of developing fitness as part of an overall healthy active way of life [PS, CT]

Teacher prompt: “One of the basic benefits of physical fitness is having the ability to perform daily activities and routine tasks with relative ease – things like walking or wheeling a reasonable distance, bending, stretching, carrying, lifting, climbing, and reaching. This is called *functional fitness*. Involvement in more vigorous activities requires a higher level of fitness. What level of fitness or what aspects of fitness are important to you, and what factors do you have to consider to maintain that kind of fitness?”

Student: “I want to maintain my cardiorespiratory fitness, so that I have lots of energy for daily activities, sleep well, and generally feel good. To do that, I’ll need to do activities that will work my heart and lungs as well as resistance training. I’ll also need to think about how the food I eat affects my level of fitness, and change my diet as necessary.”

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- A2.3** assess their level of health-related fitness during various physical activities, and monitor changes in their health-related fitness over time [PS, CT]

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- A2.4** develop, implement, and revise a personal fitness plan (*e.g., use the data from their fitness assessment and an analysis of their own strengths and limitations to determine a starting point and set goals; apply training principles to help achieve goals; develop strategies to overcome challenges; celebrate successes; assess results and revise goals or training routines as needed*) [PS, CT]

Teacher prompt: “What part of personal fitness do you want to focus on? Why? How will you address that objective in your plan?”

Students: “I need activities that will work my heart and lungs, so I’m doing half an hour of continuous wheeling in my wheelchair every day, either indoors or outdoors, and resistance training to build my upper-body strength. To support my cardio work, I’ve also decided that I need to cut back on some of the less healthy foods that I like to eat.” “I would like to improve my flexibility and speed to prepare for the upcoming soccer season. My plan so far includes a variety of stretching and strengthening exercises and some interval training to balance my program. I’ll adjust the frequency and intensity of the exercise as I go, so that it provides just enough stress for my body to adapt to but also allows enough rest time for healing.” “I want to work on developing core strength, so I’ll focus on exercises that strengthen my back and abdominal muscles. This will help to improve my balance for sit skiing.” “I know I sit around too much, and I want to start being more active and do more things that make me sweat and breathe a little harder. I enjoy ice skating and do it once a week in the winter, but I’m going to start going more often, and I think I’ll play pickup basketball more often at the outdoor courts in my neighbourhood this summer. I’m also going to try other activities and gradually increase my weekly activity time over the next few months.”

A3. Safety

By the end of this course, students will:

- A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., controlling level of physical contact during activities; adjusting activity levels to adapt to changes in their physical condition; wearing safety equipment where necessary, such as when wall-climbing and cycling; demonstrating social responsibility by creating a safe activity environment and encouraging others to do so; working with a buddy when hiking, cross-country skiing, or swimming) in a variety of physical activity settings (e.g., gym, fitness room, field, hiking and snow trails, recreational facilities, bicycle lanes) [PS, IS, CT]

Teacher prompt: “What are some things you can do to make conditions safe for your activity?”

Students: “We can look for hazards, like spilled water on the floor or unnecessary equipment on the playing area, and remove them.” “If an activity requires supervision, we shouldn’t start until we have a qualified person to supervise it.”

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- A3.2** identify resources that can be of assistance in emergency situations related to physical activity (e.g., automated external defibrillator [AED] to restart the heart; first-aid kit for minor injuries; communication devices such as intercoms, walkie-talkies, and cell phones; GPS device for determining location; bailer [one per craft] for use when canoeing, kayaking, or boating; flotation device or reaching pole for assisting a person struggling in the water; epinephrine autoinjector for someone with a severe allergic reaction or inhaler for someone with asthma) [PS, CT]

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1.** perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

SPECIFIC EXPECTATIONS

B1. Movement Skills and Concepts

By the end of this course, students will:

- B1.1** perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli (*e.g., move through a variety of stations in an obstacle course; demonstrate a sequence of positions and movements while dancing to music; perform a flip turn in aquatics*) [PS, IS, CT]

Teacher prompt: “What are some points to keep in mind when you are starting in-line skating?”

Student: “For a beginning in-line skater, balance and skating posture are very important. Stand with your hands in front of you and your feet no more than shoulder-width apart. Push gently to start the glide. While skating, keep your knees slightly bent and try not to bend your upper body forward, as your head, chest, and hips need to be over your skates to keep your body stable.”

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Teacher prompt: “What are the key things to remember when starting out of the blocks in the hundred-metre sprint?”

Student: “Explode out of the blocks by using your arms and legs to power the body forward, do not stand up immediately when starting but come up gradually to maintain momentum, keep your head up, and stay focused on the finish line while trying to ignore distractions around you.”

- B1.2** perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli (*e.g., send objects, varying distance and placement, to advance runners in striking/fielding activities; move into position to receive an object in net/wall activities; maintain control of the ring while moving towards the opponent’s net in a game of ringette; throw a ball, perform a full turn, and catch the ball while performing a rhythmic movement sequence*) [PS, IS, CT]

Teacher prompt: “What do you need to do to maintain possession of the ball or puck while being opposed by a defender in soccer, field hockey, or sledge hockey?”

Student: “To maintain possession in any of these activities, you need to keep the ball or puck close to your body and away from the defender. You should also keep your head up at all times and keep your eyes focused on what’s happening around you.”

- B1.3** demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to refine skills as they participate in a variety of physical activities [PS, CT]

Teacher prompt: “Using the proper technique when doing full or bent-knee push-ups is the most effective way to gain benefits when doing these exercises. To get ready, lie face down with your hands at shoulder level, palms flat on the floor and slightly more than shoulder-width apart, and your feet together and parallel to each other. Hold your body tight, keep your legs straight, and perch on your toes or knees. To execute, take a deep breath, then slowly and steadily extend your arms all the way without locking your elbows and push up as you exhale. Rest for a second, holding yourself in this position. To follow through, inhale as you lower yourself back down, slowly and steadily, until your chest is just off the floor. Repeat the sequence. Exhale up. Rest with your breath pause. Inhale down. What steps would you follow if you do push-ups from a wheelchair?”

Student: “When I do push-ups from my wheelchair I follow more or less the same steps. After locking the wheels so I don’t roll, I put my forearms on my armrest and use my arms to lift my body as far out of the chair as I can. I hold this position for a few seconds, and then slowly lower myself back into the chair. I exhale as I lift and inhale as I go back down.”

- B1.4** apply appropriate movement principles* in order to refine skills in a variety of physical activities (e.g., *extend all joints to achieve maximum force in the execution phase of an overhead or underhand serve in a net/wall activity; bend knees to lower centre of mass to increase stability in wrestling*) [PS, CT]

Teacher prompt: “What do you need to do to serve a ball with more power?”

Student: “To serve with more power, I need to produce more force by using all of my joints. I can do this by putting my whole body into the serve. As I extend my legs, twist my trunk, extend my arm, and follow through, I combine the forces from all of these actions and therefore get more power.”

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Teacher prompt: “How can we control where a curling rock goes?”

Student: “The amount of force we apply to the rock when we throw it determines how fast it will go and how far. If we put a spin on the rock when we throw it, we can also make it curl in the direction of the spin. Sweeping reduces the amount of friction between the ice and the rock and makes the rock go faster, farther, and straighter. When we stop sweeping, the additional friction makes the rock slow down and start to curl.”

B2. Movement Strategies

By the end of this course, students will:

- B2.1** demonstrate an understanding of the components of a range of physical activities (e.g., *movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environments (e.g., *gym, fitness room, ice rink, pool, park, recreational facilities, hiking and snow trails*) [IS, CT]

* See pages 34–35 for background information and a description of movement principles.

Teacher prompt: “Recreational activities such as in-line skating, skateboarding, ice-skating, and sit-skiing have similar components. All of them, for example, require having balance, as well as gliding and stopping skills. Some of the safety guidelines are similar too. We should prepare for these activities by doing warm-ups, and we should wear the proper protective equipment. What other factors should be considered when engaging in these activities?”

Student: “All of these activities require sharing space or facilities with others, so all of them have rules of etiquette to ensure that these spaces are shared safely and with respect for others. When skateboarding or in-line skating on bike paths and trails, be aware of others around you so that everyone can share the space safely; skate or board in single file on the right side of bike paths and trails, and when passing pedestrians, slow down, warn them you are going to pass, and tell them what side you are passing on. In recreational ice-skating, skate near the boards around the rink if you’re a beginner. More experienced skaters should give beginners lots of space. Always skate in the same direction as other skaters.”

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Teacher prompt: “Many activities require some kind of equipment, but the equipment you normally use may not always be available. Can you give me some examples of how you can improvise or adapt to make up for a lack of equipment?”

Students: “We could use a piece of sports equipment when doing fitness activities. For example, if we didn’t have a weighted bar to use while doing waist twists for flexibility, we could hold a hockey stick behind our shoulders instead.” “Someone in a wheelchair could hold a ringette stick in one hand and do side bends, gradually extending the stick farther away from their body and wheelchair.” “When working on upper arm strength, we could perform dips using a bench if we didn’t have access to a weight machine.”

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- B2.2** apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities (e.g., **individual activities:** *pace themselves to conserve energy during an endurance run; choose a course suited to their experience or fitness level when orienteering;* **target activities:** *set up deflections from objects in the area of play to get around obstacles and get closer to the target;* **net/wall activities:** *maintain a ready position in order to be prepared to move in any direction to play the ball or shuttle when receiving a serve or when in transition between offence and defence;* **striking/fielding activities:** *if playing the outfield, shift to cover the area that the batter is most likely to hit to; communicate with teammates about when to run;* **territory activities:** *pay attention to game play in order to be ready to respond and change quickly from offence to defence*) [PS, IS, CT]

Teacher prompt: “What are some effective ways to maintain possession when playing ultimate disc?”

Student: “Use short passes and move quickly to get into position. Be aware of your teammates’ positions so that you can support them by being ready to receive a return pass. Be aware of where the defenders are, so you can avoid them.”

Teacher: “What other types of activities could you apply these ideas to?”

Student: “These are also good things to do in other territory games, such as soccer, wheelchair basketball, speedball, rugby, field hockey, and broomball.”

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- B2.3** demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities [PS, CT]

Teacher prompt: “How can your competence and confidence in one kind of activity give you the confidence and ability to participate successfully in other activities?”

Students: “Skills that are required in one activity are often required in others. When we did yoga, I learned how to develop core strength and balance. That gives me an advantage and a greater sense of confidence when I participate in other physical activities that require core strength and balance, such as a dance or fitness routine, skating, delivering the ball in goal ball, bowling the ball in cricket, or hiking.” “I learned how to pace myself in long-distance swimming, but it’s also a useful tactic that can be used in other distance activities like speed-walking, running, wheeling, or cycling.”

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Teacher prompt: “How does understanding the offensive and defensive strategies of a particular activity help you to be more successful in a similar activity?”

Student: “In soccer we often try to create open space by spreading the offence. This causes the defence to open up and gives an attacker a better opportunity to get into scoring position or pass to a teammate who can get into scoring position. I’ve just started playing water polo, but I find I’m catching on to the game very quickly because this and a lot of other strategies that we use in soccer are used in water polo as well. This is also true in many other sports. Players in European handball and tchoukball, for example, use a number of similar strategies.”

C. HEALTHY LIVING

Healthy Living Learning Summary for Grade 10: Key Topics*			
Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Healthy Eating		<p>C2.1 Eating habits and choices – physical and emotional factors [PS, CT]</p> <p>C2.2 Nutritional implications of dietary choices and trends [PS, CT]</p>	C3.1 Using consumer influence to promote healthy eating [CT]
Personal Safety and Injury Prevention	C1.1 Mental health – factors that enhance [PS, IS]	C2.3 Conflict – within oneself and with others; resolution strategies [PS, IS, CT]	C3.2 Minimizing health and safety risks – physical and personal environment [PS]
Substance Use, Addictions, and Related Behaviours	C1.2 Effects on health and well-being [PS]	C2.4 Responding to challenges involving substance use or addictions – use of living skills [PS, IS, CT]	C3.3 Addiction-related issues – local, national, and global [CT]
Human Development and Sexual Health		C2.5 Decision making, communication, healthy sexuality [PS, IS, CT]	<p>C3.4 Misconceptions relating to sexuality [CT]</p> <p>C3.5 Relationships – effects on self and others [PS, IS, CT]</p>

* This chart is extracted from the complete Grade 9–12 Healthy Living Learning Summary chart on pages 204–205. The topics are listed on the left, and the focus of each expectation is summarized briefly, to give teachers a quick overview of the strand.

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

SPECIFIC EXPECTATIONS

C1. Understanding Health Concepts

By the end of this course, students will:

Personal Safety and Injury Prevention

- C1.1** demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being [PS, IS]

Teacher prompt: “Being mentally healthy requires finding balance in life, and includes things like being able to engage in productive daily activities, maintain fulfilling relationships, adapt, and cope with stress. Mental health and emotional and spiritual well-being are enhanced by both external factors and internal factors. External factors include social, economic, and cultural factors such as having a supportive network, including family, other trusted adults, and friends; being given boundaries and expectations; and being able to develop a sense of empowerment, which comes from things like feeling safe and having a sense of purpose. Having a clean environment with access to green spaces can also be beneficial to our mental health and well-being. Internal factors include personal characteristics, such as having a clear sense of self, the ability to use coping and self-monitoring skills, and social competence, which includes being able to make healthy choices and having cultural pride. For many First Nation, Inuit, and Métis peoples, understanding one’s culture and identity is an important component of spiritual health. How does having these factors help you to become healthy, successful adults?”

Students: “These factors help build our self-esteem and self-confidence. Along with self-discipline and effective problem-solving and decision-making skills, they help us cope with negative influences, make wiser choices, and avoid getting involved in things that can lead to injury or harm.” “Not having financial worries can make it easier to cope day to day; however, being financially stable doesn’t ensure mental and emotional well-being.” “I am finding out more and more about my Métis heritage. I attended a memorial feast for the first time and saw how it helped people deal with their grief in a very supportive environment. I really knew then I had an extended family larger than I realized. I know I can go to them when I need support, and that will help me make healthy choices.”

Substance Use, Addictions, and Related Behaviours

- C1.2** demonstrate an understanding of the impact of substance use and addictive behaviours on all aspects (*e.g., physical, emotional, cognitive, spiritual, social, economic*) of a person’s health and well-being [PS]

Teacher prompt: “Substance *misuse* is the use of substances in ways that are illegal or not recommended medically. Substance *abuse* refers to excessive use of substances, despite the physical, cognitive, emotional, social, legal, or economic harm that this may cause to oneself or others. Give examples of different ways in which substance misuse or abuse and addictive behaviours can affect a person’s health and well-being.”

Students: “Misuse of alcohol and other substances impairs your judgement, so you can easily make mistakes that lead to serious injury or death or that get you in trouble with the law. Alcohol can be a factor in car crashes and drownings, fights, criminal activities, antisocial behaviour, and behaviour that could lead to injury or harm.” “Alcohol abuse can harm relationships. It can also create serious medical problems, such as alcohol poisoning from binge drinking or liver and kidney disease later in life as a result of long-term abuse.” “Drinking alcohol while pregnant can lead to the baby being born with fetal alcohol spectrum disorder (FASD).” “Drug abuse can limit your ability to interact socially, do your schoolwork, or keep a part-time job. The financial costs of drug use could lead to other problems, including some with potential for conflict and violence.” “Someone with

an online gambling, gaming, or shopping addiction is in danger of spending money they do not have and of isolating themselves socially.” “Abuse of substances or addictive behaviours may lead a person to reject their spiritual beliefs.”

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Teacher prompt: “First Nation, Métis, and Inuit cultures often consider the broad-based community impact of addictions in their approaches to healing and treatment. What are some dimensions of healing in these cultures?”

Student: “Having an understanding of who you are and being proud of your heritage are an important part of being healthy and are also important in healing. Elders and/or traditional healers from within the community and often from other communities and regions provide support for individuals, families, and the community to help them heal. The idea is that one person’s healing connects to the well-being of the community. Songs, dances, games and activities, stories, prayers, and ceremonies are some community-based healing methods that are used.”

C2. Making Healthy Choices

By the end of this course, students will:

Healthy Eating

- C2.1** explain how their knowledge of physical and emotional factors that influence personal eating habits (*e.g., level of physical activity, physical stage of development, hunger and satiety cues from their bodies, food allergies and sensitivities, hydration and nutritional needs, body image, peer and family influence, stress*) can be applied to making healthy eating choices [PS, CT]

Teacher prompt: “In addition to eating for energy and nourishment, people eat – or choose not to eat – for all kinds of reasons, including comfort, pleasure, celebration, body image, and peer pressure. It is important to be aware of how these factors can affect healthy food choices. Give me an example of an emotional or social factor that may influence your food and beverage choices.”

Student: “We can be influenced by unrealistic media images of ideal bodies. Accepting these unrealistic ideals as the norm and feeling that you don’t measure up to them can lead to unhealthy eating habits, such as crash dieting, skipping meals, or using unhealthy supplements. We need to recognize that healthy bodies come in all shapes and sizes.”

- C2.2** assess the nutritional implications of a variety of dietary choices, including those reflecting current dietary trends, and explain how they can make personal choices that will provide the nutritional requirements for a healthy, active life [PS, CT]

Teacher prompt: “People can make dietary choices for a variety of reasons, such as concerns about the treatment of animals, food allergies or sensitivities, environmental concerns related to food production methods, a desire to eat local food, beliefs in the nutritional benefits of consuming or avoiding certain foods, or the desire to be more energetic or to maintain a healthy weight. What are some dietary practices that are common in Canada today? How consistent are these with the recommendations in Canada’s Food Guide?”

Students: “Some people follow a vegetarian diet, which is meatless, or a vegan diet, which includes no animal products at all. Many prefer traditional ethnic or culturally specific diets. Most of these diets are healthy and consistent with the recommendations of the guide, which is available in several different languages. There is also a version for First Nation, Inuit, and Métis people, which includes recommendations about traditional ‘country food’ diets that are based on fish, game, and wild berries.” “Many people are attracted by fad diets that promise rapid weight loss. These can cause more harm than good, making people lose control over their eating or causing uncontrollable feelings of

hunger. A lot of diets recommend consuming more of one kind of food and less or none of another. We should make sure that any diet we choose is balanced and includes a sufficient number of servings from each of the four food groups.”

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Teacher prompt: “Some popular food and beverage choices can pose serious health and safety risks. Can you give me an example? What are some credible tools and resources that you can use to find out if a dietary choice is healthy?”

Student: “High caffeine energy drinks can pose serious risks, especially if you drink a lot of them or mix them with alcohol. With some of these drinks, it is easy to drink more than the safe amount of caffeine. Too much caffeine can cause anxiety, insomnia, rapid heartbeat, upset stomachs, and other symptoms. Energy drinks are dangerous when combined with alcohol. You can find out if your food choices are healthy by reading the food label and consulting Canada’s Food Guide, Health Canada’s website, your local public health unit, or a registered dietitian.”

Personal Safety and Injury Prevention

C2.3 demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies (e.g., **for conflict within oneself:** meditation, journal writing, seeking counselling, talking with a trusted adult or friend; **for conflict with others:** applying de-escalation techniques such as using calming words or taking a break to defuse a tense situation, getting support to respond to dating violence, seeking help from a person in authority) [PS, IS, CT]

Teacher prompt: “Conflict resolution involves many kinds of skills. Problem-solving and decision-making skills can help us identify the causes of a conflict and create solutions. Assertiveness skills can help us keep a conflict under control. Good communication skills or communication strategies such as active listening (e.g., paraphrasing or summarizing what a person is saying or responding to feelings and non-verbal cues) can also be useful. What are some ways that you can prevent a conflict you are involved in from getting out of hand?”

Students: “It helps to listen carefully, use non-confrontational body language, and give lots of physical space. If I were involved in a conflict, I would try to be aware of what I was feeling, and I would calm myself by pausing and taking deep breaths, telling myself I can handle the situation, and stopping negative thoughts before they took over.” “Avoiding conflict in the first place through stress management is a good strategy. As a Cree person, I find that regular smudging connects me to who I am, grounds me, and helps me to manage my feelings.”

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Teacher prompt: “The way you deal with conflict with a person will depend to some extent on your relationship. The way you handle a conflict with a parent may be different from the way you handle conflict with a friend. How would you handle a conflict with someone, such as a teacher or an employer, who is in a position of authority over you?”

Students: “I need to be able to express myself in ways that will be taken seriously, while at the same time showing respect for the other person. In any situation, understanding what might have triggered the conflict is important, as is advocating for myself, thinking calmly and critically, and using assertive communication skills.” “In the case of a conflict with an employer, I would make sure that I know what my rights are. For example, if my boss asks me to do work that is unsafe, I know that I have the legal right to refuse. However, in a situation like that I would first try to resolve the situation without conflict by asking my boss for the proper training or a different job. If my boss still insisted that I do the work, I would need to get support from another adult.”

Substance Use, Addictions, and Related Behaviours

C2.4 demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours [PS, IS, CT]

Teacher prompt: “Can you give me an example of a difficult situation that you might have to deal with that is connected to substance use or an addictive behaviour? What factors may put you (or others) more at risk in this kind of situation, and what skills and strategies can you use to protect yourself?”

Students: “Being offered drugs or alcohol at a party would be difficult to deal with. In this situation, factors that increase risk include having lower self-esteem, being bullied, and not feeling supported by your friends. Having thought ahead of time about what to say and how to use refusal and assertiveness techniques would help you deal with this situation more effectively.” “Internet use can become a problem if it interferes with your daily life, school work, or relationships. You may be more at risk if you are using the Internet excessively to relieve stress from an underlying problem, such as depression or anxiety. Recognizing that you need help and knowing how to get it are important coping skills for this situation.”

Human Development and Sexual Health

C2.5 describe factors that influence sexual decision making (e.g., personal values, having limits and being able to communicate them, being aware of and respecting the limits set by others, peer and family expectations, having physical and emotional desires, media messages, myths and norms related to sexual activity or safer sex practices, participation in activities such as substance use that impair judgement), and demonstrate an understanding of how to use decision-making and communication skills effectively to support choices related to responsible and healthy sexuality [PS, IS, CT]

Teacher prompt: “What are some factors to consider when deciding whether or not to be involved sexually with someone?”

Student: “I need to make sure it’s my choice. Being sexually active is not something that you should feel pressured into doing. I would think about the benefits and consequences of a sexual relationship. I need to consider my values and beliefs to be sure my actions are consistent with them. I want to make sure that my relationship with my partner is affectionate and respectful and that we feel comfortable discussing what we find pleasurable and what our sexual limits are. I must be confident that we would use safer sex practices, such as using condoms to protect against unintended pregnancy or STIs, which are much more common than most people think they are. It’s important to know that it’s okay to delay having sex with my partner until both of us feel ready, so that we’re able to enjoy sex without regrets.”

C3. Making Connections for Healthy Living

By the end of this course, students will:

Healthy Eating

C3.1 demonstrate an understanding of how they, as consumers, can have an impact on food and beverage choices at school and in the community (e.g., promoting availability of healthy choices in restaurant and cafeteria menus and in grocery stores, raising awareness of ethical and environmental considerations related to food choices) [CT]

Personal Safety and Injury Prevention

C3.2 demonstrate an understanding of health and safety risks in their physical and personal environment, and describe practices and behaviours that can be promoted to minimize the exposure of themselves and others to these risks (e.g., *thinking in advance of the consequences of actions; getting reliable information; following health practices such as handwashing to reduce risks associated with the spread of infectious diseases; staying hydrated; observing road safety rules while biking and walking; avoiding distractions such as using headphones while cycling and walking; listening to music at safe volumes to avoid hearing damage; using insect repellent; wearing a helmet when skiing, snowboarding, or tobogganing*) [PS]

Teacher prompt: “Give me examples of how to keep yourself and others safe when being driven by someone else in a vehicle.”

Student: “Drive only with licensed drivers who are not under the influence of drugs or alcohol, and support friends in doing the same. Do not distract the driver. Wear a seatbelt. I can encourage anyone who is driving me not to do anything, like eating or using a cell phone, that could be a distraction while driving. Using a cell phone while driving is against the law.”

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Teacher prompt: “What are the health risks of too much sun or UV exposure? What can you do to protect yourself?”

Student: “In the short term, you run the risk of getting sunburn or sunstroke. In the longer term, you increase your chances of getting skin cancer, developing cataracts, or having your skin age faster. You run the same risks when you use tanning beds and sunlamps as when you go outdoors, because they expose you to ultraviolet rays too. Because of these health risks, it’s not legal for anyone under 18 to use tanning beds or sunlamps. You can protect yourself when you go outdoors by checking the UV index and limiting your exposure: wear a hat, put on sunscreen, and avoid staying in the sun for long periods of time.”

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Teacher prompt: “If you’re thinking of getting a tattoo or a piercing, what do you need to consider in advance?”

Student: “You need to think about whether you want to have the tattoo or piercing forever, and you need to think about safety. You could get infected with hepatitis B or C, HIV, or other infections if the tools are not sterilized properly. Piercings also need to be cared for and cleaned carefully because bacteria can get in and cause infection.”

Substance Use, Addictions, and Related Behaviours

C3.3 identify public issues related to various addictions (e.g., *alcohol, drugs, gambling, tobacco*), and analyse their impacts and the connections between these impacts locally, nationally, and internationally [CT]

Teacher prompt: “Addictions affect people from all social, economic, and cultural groups and may have consequences not only for the individuals involved but also for their families, neighbourhoods, and communities, and even beyond. Choose a type of addiction and identify the possible impacts of that addiction at various levels. Examples of impacts may include damaged relationships, violence and social problems, crime, direct economic costs such as those related to health care, welfare, and policing, and indirect economic costs such as lost productivity.”

Human Development and Sexual Health

- C3.4** describe some common misconceptions about sexuality in our culture, and explain how these may cause harm to people and how they can be responded to critically and fairly [CT]

Teacher prompt: “Everyone in Canada has the right to live free of discrimination and with the same rights as everyone else. We have an obligation to treat everyone with fairness and respect, just as we want others to respect us and our choices. People sometimes face discrimination because of beliefs that others have come to accept. Understanding about sexuality, sexual behaviour, and gender behaviour varies widely. Some beliefs may be misconceptions based on erroneous information. If we encounter what we think is discrimination or a misconception, how can we respond to it?”

Student: “Getting more information, having open-minded discussions, and thinking critically about the assumptions behind various ideas can help us think critically about their credibility. We must also encourage people to respect the rights of others. That respect is enshrined in the Ontario Human Rights Code and the Canadian Human Rights Act.”

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Teacher prompt: “Heterosexism is the assumption that if someone is in a romantic or sexual relationship, it is with someone of the opposite sex. Think about the effect this might have on a person who is questioning his or her gender identity or sexual orientation. Heterosexism is often seen in our use of language. By using more inclusive language ourselves, and supporting its use in literature and the media, we can create an environment that is comfortable for all and where all feel they are a part. What are some other ways in which we can reduce homophobia, increase understanding, and support those who are questioning their gender identity or sexual orientation?”

Students: “We can contribute to a positive school climate in which everyone feels safe, comfortable, and accepted by showing respect for others.” “We can object when we see people being harassed or treated unequally and report the incident to trusted adults.” “We can participate in gay-straight alliances and other student-led activities that promote understanding and the development of healthy relationships.”

- C3.5** explain how being in an exclusive relationship with another person affects them and their relations with others (*e.g., personal benefits such as learning about oneself, emotional comfort and security, sense of belonging; impact on peer relationships, family relationships, time management, homework, choice of activities; feelings and challenges involved in ending a relationship*) [PS, IS, CT]

Teacher prompt: “Breakups are a normal occurrence in teenage life and happen for lots of reasons. What advice would you give to someone whose relationship has ended?”

Students: “Show respect to the person you’ve broken up with. Being respectful means not saying bad things about your former partner and not sharing confidential information.” “Acknowledge how you feel, recognize the hurt, sad, relieved, or angry feelings, and work on looking ahead. Talk with your friends and family about how you feel. Consider trying something new. Do something that interests you, such as joining a club or taking part in physical activity. Through the experience, you can learn that you can be self-reliant, that you can overcome difficult feelings, and that you can survive the loss of one relationship without fearing that you’ll never find another.”