

# 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.”

- 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.”

- 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.”

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## 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.”