

Overall Expectations At a Glance

Strand A. Social-Emotional Learning Skills

Throughout Grade 7, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

- A1.** apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Strand B. Active Living

By the end of Grade 7, students will:

- B1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;
- B2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- B3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Strand C. Movement Competence

By the end of Grade 7, students will:

- C1.** 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;
- C2.** 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.

Strand D. Healthy Living

By the end of Grade 7, students will:

- D1.** demonstrate an understanding of factors that contribute to healthy development;
- D2.** demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- D3.** 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.

Strand A

Social-Emotional Learning Skills

This strand focuses on the development of students' social-emotional learning skills to foster their overall health and well-being, positive mental health, and ability to learn, build resilience, and thrive. In all grades of the health and physical education program, the learning related to this strand takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and it should be assessed and evaluated within these contexts.

OVERALL EXPECTATION

Throughout Grade 7, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

- A1. apply, to the best of their ability, a range of social-emotional learning skills 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

Throughout Grade 7, students will, to the best of their ability:

Identification and Management of Emotions*

- A1.1** apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., **Active Living:** explain how their choice of physical activities can be influenced by whether they feel safe and comfortable with the people involved and the location or surroundings of the activity; **Movement Competence:** describe the impact of shared game time or shared play time on their own and others' feelings and emotions; **Healthy Living:** recognize that feelings about family and peers can change at different times of their lives)

* To support program planning, many specific expectations in strands B, C, and D are tagged to indicate the social-emotional skills that can be integrated into teaching and learning associated with the expectation. The tags are given in square brackets after the expectation, and use the identifiers A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self, 1.6 Thinking.

Stress Management and Coping*

- A1.2** apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., **Active Living**: when trying to balance priorities – for instance, doing homework, spending time with family and friends, and being active every day – use organizational and time-management skills to prevent feeling overwhelmed; **Movement Competence**: identify what they do to manage stressful feelings during fast-paced territory games; **Healthy Living**: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use)

Positive Motivation and Perseverance*

- A1.3** apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (e.g., **Active Living**: use awareness of feelings in their body to push themselves to work hard; **Movement Competence**: be prepared for and responsive to outdoor weather conditions to help with motivation to participate actively outdoors in most weather conditions; **Healthy Living**: persevere in trying to reframe negative judgements about their body in order to achieve body acceptance and to adopt healthy strategies for fitness and overall health and well-being)

Healthy Relationships*

- A1.4** apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., **Active Living**: make adjustments to activities that will allow all group members to be included and to enjoy participating; **Movement Competence**: show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as “Good try!”, to the goalie; **Healthy Living**: explain how appreciating the things that make each person unique can contribute to positive relationship building; practise effective responses to a homophobic or racial slur directed at them or another student)

Self-Awareness and Sense of Identity*

- A1.5** apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., **Active Living**: describe the role models that may have influenced some of their choices with respect to

physical activity; consider what effect their family and their cultural background have had on the way they think about participation in physical activity or on their choice of activities; **Movement Competence:** when working on a challenging skill such as a weight transfer with rotation – like a cartwheel – explain how breaking down the skill into parts can help build awareness of what they need to work on to improve it; **Healthy Living:** describe ways in which they can monitor and stay aware of their own physical, emotional, and mental health)

Critical and Creative Thinking*

- A1.6** apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Active Living:** describe how they can use health-related fitness-assessment information when making action plans for personal fitness; **Movement Competence:** demonstrate how to refine movements by adjusting body position during the preparation, execution, and follow-through stages of an action; **Healthy Living:** explain how someone might have a mental illness but can still be mentally healthy)

Strand B

Active Living

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- B1.** participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;
- B2.** demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- B3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

B1. Active Participation

By the end of Grade 7, students will:

- B1.1** actively participate in a wide variety of program activities, according to their capabilities (e.g., individual activities, small- and large-group activities, movement and rhythmic activities, dance, outdoor pursuits), while applying behaviours that enhance their readiness and ability to take part (e.g., striving to do their best, displaying good sports etiquette along with healthy competition) in all aspects of the program [A1.3 Motivation, 1.5 Self]

Teacher prompt: “What does healthy competition look like? How does it contribute to active participation?”

Student:* “Healthy competition includes doing your best and pushing yourself to play as hard as you can, whether you are competing with yourself or as a member

* Throughout this curriculum, student responses often follow the teacher prompts. They are provided to illustrate content, and do not attempt to capture the speech patterns, syntax, or word choices typical of students in this grade.

of a team. It contributes to active participation by giving you a goal that makes you want to be completely involved. Competition isn't healthy if you are just playing to win without following rules of etiquette and fair play."

- B1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active (*e.g., being able to modify games for different purposes; being able to take part in activities that suit their individual abilities and interests; being exposed to a variety of activities, including recreational, team, individual, and dance and fitness activities; feeling comfortable about the activities; being able to take part in activities that are culturally relevant*), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments [A1.1 Emotions, 1.3 Motivation, 1.5 Self]

Teacher prompt: "What is a physical activity that you like to do or a skill that you like to practise? What is it about these games or skills that you particularly like?"

Students: "I love to run fast. I can do that in cross-country running, soccer, and tag." "I love activities that provide a mental challenge as well as a physical challenge. For example, in my karate class after school, I have to think about how I'm going to execute every move that I perform. I also like team games because they involve strategy."

- B1.3** demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (*e.g., peer influence, sense of belonging, self-confidence, availability and cost of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities*) [A1.1 Emotions, 1.3 Motivation, 1.4 Relationships, 1.6 Thinking]

Teacher prompt: "What motivates you to be active, and what stops you from being more active?"

Students: "Hearing great music, having a space to move, and just enjoying the feeling of dancing motivates me." "I understand that some of my Métis ancestors paddled sixteen to eighteen hours a day and that it is part of my heritage to be physically active." "I'm supposed to stay home when my parents work on weekends. This sometimes keeps me from getting outside and being more active."

B2. Physical Fitness

By the end of Grade 7, students will:

- B2.1** **Daily physical activity (DPA):** participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (*e.g., aerobic fitness circuits, floorball, capture the flag, wheelchair soccer*) [A1.3 Motivation, 1.5 Self]

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

Student: “It is a personal measure. I know what it feels like to push myself hard. My heart rate goes up, I breathe faster, I get hot, and my muscles get tired. I know that if I am taking frequent breaks, not breathing very hard, or not feeling my muscles work, I am not working my hardest for that activity.”

- B2.2** identify factors that can affect health-related fitness (*e.g., heredity, nutrition, developmental stage, environmental factors, social and emotional factors, mental health, cultural teachings*), and describe how training principles (*e.g., frequency, intensity, duration, type of activity*) can be applied to develop fitness [A1.6 Thinking]

Teacher prompt: “During puberty, bodies change in size and shape. This can have an effect on your energy levels and on your level of participation in fitness activities. What other factors can affect your fitness development?”

Student: “How I am feeling about my body can affect the kind of activities I choose to do. Having access to safe places to be active outdoors would help me be more active. Good nutrition is important for fitness, so I can help to develop my fitness by eating healthy foods that provide energy for being active.”

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Teacher prompt: “What are some things you can do to develop your fitness?”

Student: “I need to do different kinds of activities, such as aerobic, stretching, and strengthening activities, to develop different aspects of fitness. If I am working on my cardiorespiratory endurance, I need to gradually increase the length and frequency of my workouts and also the intensity of my training. I can gradually increase the number of laps I do, or the length of time I am active, to build up my endurance. If I am working on improving my flexibility, I need to do specific stretches for the parts of my body that I’m working on.”

- B2.3** assess their level of health-related fitness (*i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility*) during various physical activities and monitor changes in fitness levels over time (*e.g., by tracking heart rates, recovery time, changes in how one feels during and after activity; by comparing activity participation and changes in fitness levels*) [A1.3 Motivation, 1.6 Thinking]

Teacher prompt: “What is a good indication that your fitness is getting better?”

Student: “Tracking my heart rate recovery time and how I feel during activities is an indication of my fitness level. If my heartbeat is returning to its resting rate fairly quickly after I work out, then I know that my cardiorespiratory fitness is improving. Checking how I feel after skipping or playing soccer at recess also gives me information about my fitness level.”

- B2.4** develop, implement, and revise a personal plan to meet short-term, health-related fitness goals (e.g., by using personal assessment information to set realistic short-term goals, using appropriate training principles, identifying possible challenges, identifying sources of support, determining what will indicate when goals have been reached, monitoring progress and comparing achievements to planned goals, acknowledging successes, changing goals or approaches as needed) [A1.3 Motivation, 1.6 Thinking]

Teacher prompt: “What things do you need to consider when you set a short-term fitness goal? How do you know if you have accomplished your goal?”

Student: “I need to consider what aspects of health-related fitness I want to focus on, then I need to identify what I can do to improve or maintain those aspects of my fitness. I need to think about what will help me accomplish my plan. If I set a goal to improve my core strength, I would need to think about what activities would be most helpful, and then about what activities I like to do that are both available and affordable for me. I might join a yoga or Pilates class, but if one were not available in my community, I would need to think about alternatives. I could do activities on my own at home, or I might be able to use a video that would help me, or work out with a friend. To know if I had accomplished my goal, I would need to track how I am feeling and compare what I was able to do before I started with what I could do after I had worked on my fitness for a while. Depending on the results, I might need to consider doing some things differently.”

B3. Safety

By the end of Grade 7, students will:

- B3.1** demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., following appropriate procedures and guidelines, demonstrating social responsibility, checking that they have their puffers and/or epinephrine autoinjectors, checking for hazards such as pencils or other objects on the floor or potholes on the field before beginning activities, using mouth guards* when necessary during recreational activities in the community, avoiding pressuring a peer to participate in unsafe activities, being respectful of others who may be hesitant to try new skills) in a variety of physical activity settings (e.g., school, community recreational facilities, outdoor recreational venues) [A1.2 Coping, 1.5 Self, 1.6 Thinking]

Teacher prompt: “What does all safe behaviour in physical activity have in common, whether you are participating in activities at school or in the community?”

* It is important for students and parents to understand that mouth guards are designed primarily to prevent injury to the teeth and gums, and helmets (see expectation B3.2) to prevent injury to the skull. There is no current evidence that they prevent concussion. Helmets and mouth guards do not stop the brain from moving within the skull.

Student: “Wherever you are participating, you need to be aware of yourself and others in your surroundings. Also, depending on the activity, you need to apply appropriate safety procedures. Using good judgement, thinking for yourself, and thinking before you act are good general guidelines.”

- B3.2** demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors (e.g., *be aware of common hazards that could be encountered and take appropriate precautions; apply systems thinking to risk assessment by making connections between possible hazards and their outcomes; recognize unexpected hazards, assess the risk, and control the hazard by telling someone about it, removing it, or removing themselves from the danger*) [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]

Teacher prompt: “Being safe helps you enjoy your time outdoors. When cycling on a forest trail, what do you need to be mindful of?”

Student: “I need to make sure to wear a helmet,* follow trail etiquette, and stay in control, so that if there is a fallen tree or another unexpected object on the trail I can avoid it and not be hurt. By following trail etiquette, I am less likely to get into situations where I can hurt myself or somebody else, or damage the environment.”

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Teacher prompt: “What can you do to protect yourself from the sun’s UV radiation outdoors?”

Student: “I need to be aware of the UV index for the day and limit my time in the sun during peak periods. I can protect myself by wearing sunglasses and a hat and applying sunscreen.”

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Teacher prompt: “What should you do if you find a pothole on the playing field?”

Student: “I should do something to warn everyone of the danger – for example, I could put a pylon on the pothole and tell an adult.”

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Teacher prompt: “After a school soccer game, you notice a teammate who is not ‘acting right’, seems very angry, is complaining that the lights are too bright, and says that she has a headache. She is scheduled to play again the next day. What would you do?”

Student: “Our teacher taught us about the school board concussion protocol. I would tell the teacher, because I think my teammate may have suffered a concussion that was not recognized at the time. Reported symptoms such as light sensitivity and headaches, and observed signs such as heightened emotions, may be caused by a concussion. She needs to get checked. If she has a concussion, it’s a hazard for her to play again tomorrow, because if she’s hit again, the consequences could be very serious.”

Movement Competence: Skills, Concepts, and Strategies

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- C1.** 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;
- C2.** 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

C1. Movement Skills and Concepts

By the end of Grade 7, students will:

- C1.1** perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance (e.g., perform a rhythmic gymnastic sequence such as throwing a ball, performing a shoulder roll, and catching the ball; demonstrate a dance sequence with a partner, including a series of steps, jumps, turns, and balances; perform a smooth high jump approach, take-off, and landing; use a low stance for balance during a pivot turn; move smoothly between positions in a yoga sequence) [A1.4 Relationships, 1.5 Self]

Teacher prompt: “When doing a series of steps, jumps, and balances in a dance routine, what helps you to maintain control and make the movement transitions smooth?”

Student: “Holding my muscles tight, practising transitions between movements, counting the steps in my head, matching my steps to the rhythm of the movement, and asking for feedback from a partner.”

- C1.2** perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (e.g., *dodge and fake in response to others, accelerate before taking off for a high jump or a running long jump, respond to changes in music during creative dance by changing arm movements, lift feet and show awareness of trail conditions and obstacles when running cross-country on trails*) [A1.3 Motivation, 1.5 Self]

Teacher prompt: “Describe how your running changes as you approach a long jump. How is it different with a high jump?”

Student: “With a long jump, I should be running my fastest just before I take off, so that I have the maximum forward momentum. With a high jump, I need to change my forward momentum to upward momentum, so I should run in a C or a J pattern, starting out fast, then slowing down a little just before I take off to go over the bar.”



Teacher prompt: “How can you move your body to show a response to different types of music in a dance sequence that you are putting together?”

Student: “For loud and dramatic music, we could use large movements with lots of arm action. Our movements might be smooth or sharp, depending on the rhythm of the music.”

- C1.3** send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement (e.g., *use different strokes and varying degrees of force, depending on their opponent’s position on the court, to return the shuttle in badminton; assume a ready position to prepare to receive a short pass; strike a ball by shifting their weight as they contact the ball and following through in the intended direction to send it between or over opposing players; cradle or control the ball on the side of the body that is away from opponents when moving up the field*) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Teacher prompt: “How do you need to adjust your position when receiving a pass on the move?”

Student: “When receiving a pass, I need to have my weight forward and on my toes so that I’ll be ready to move in different ways, depending on how fast the object is coming. When receiving an object when I am on the move, I may need to back up and be prepared to absorb the force if it is coming quickly. If it is coming slowly, I may need to move forward quickly in time to meet the object.”

- C1.4** demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities (e.g., *jumping during a dance routine: bend knees to get ready to jump, thrust arms up for extra force while jumping, hold a controlled body position in flight, bend knees and put arms out for a stable landing*) [A1.5 Self, 1.6 Thinking]

Teacher prompt: “Watch a partner serve a volleyball underhand against a wall. What are some tips you can share with your partner to help them send the volleyball successfully?”

Student: “Start in a ready position and prepare by holding the ball in your opposite hand. To serve underhand, bend your knees and step with the opposite foot, swing your striking arm back, then swing it straight forward, with force, in the direction you want the ball to go. Shift your weight forward as your hand contacts the ball. Follow through in the direction of the target.”

C2. Movement Strategies

By the end of Grade 7, students will:

- C2.1** 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 variety of physical activities in indoor and outdoor environments [A1.5 Self, 1.6 Thinking]

Teacher prompt: “We’ve been trying out some traditional Inuit physical activities, like leg wrestling, push-up hop, and jump kick. What movement skills and components of fitness do you need for these activities?”

Student: “All of these activities require stability skills and some locomotor skills. They also require physical strength, endurance, and agility. With leg wrestling, you need core strength and also balance. With the push-up hop, you need strength to be able to move forward while hopping in a push-up position. For the jump kick, you need flexibility as well as strength and balance to be able to kick an object that is held over your head.”



Teacher prompt: “Why do you need to consider etiquette and how to work well with others when engaging in various kinds of activities?”

Student: “When doing an activity with others, you need to be able to work together to agree on things like team selection, rules, equipment, and boundaries. If teams are uneven or rules make the activity too challenging, the game isn’t fun. Rules of etiquette are needed to ensure that people show respect for each other. Even with individual activities, you need to be aware of proper etiquette in relation to others. For example, when jogging, you show respect for others when passing on sidewalks. Another part of etiquette is showing that you respect the environment as well as other people. For example, you could show that you respect the environment when running by staying on trails or pathways rather than running off the path.”

- C2.2** describe and compare different categories of physical activities (e.g., *individual, target, net/wall, striking/fielding, territory*), and describe strategies that they found effective while participating in a variety of physical activities in different categories
[A1.6 Thinking]

Teacher prompt: “Territory games such as lacrosse, basketball, ultimate disc, rugby, soccer, broomball, speedball, ringette, wheelchair basketball, goal ball, and sledge hockey all involve controlling an object, keeping it away from opponents, and working together as a team to move it across the playing area until someone on the team can score. These games commonly involve the use of kicking, carrying, running, and/or throwing skills. Territory games have the most complex structures of all of the game categories because of the number of variables and the number of people involved. What strategies might you apply in any territory game?”

Student: “Teamwork is very important in all of these games. When you or your team has the object, important strategies involve focusing on ways of working together as a team to keep possession of the object, moving it down the playing area, and getting into an open space so you can either receive a pass or get a clear shot at the goal. When you do not have the object, important strategies include working together as a team to try to regain possession of the object by staying between the offensive player and the goal, and using your hands, feet, or stick (depending on the game) to keep your opponent from scoring.”

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Teacher prompt: “Territory games often involve fast transitions from offence to defence. How is this different from net/wall activities, striking/fielding activities, or target activities?”

Student: “Because the transition from offence to defence is often very quick in territory activities, players need to be ready to switch directions and strategies as the play changes. That also happens in net/wall activities, but in those games, each team stays on its own court while changing from offence to defence. In striking/fielding and target activities, there is a stop in the game as teams switch from offence to defence, so the pace is slower and more controlled.”

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Teacher prompt: “Consider what is similar about activities like canoeing, triathlons, and track and field. What do these activities have in common, and what strategies might you use in all of these activities?”

Student: “These activities all involve a combination of skills. With canoeing, you need to paddle, but often you also need to be able to carry the canoe. A triathlon involves swimming, biking, and running. There are a number of activities in track and field, including running races of different distances and different types of jumps and throws. In each of these activities, you need to practise and develop your fitness

to improve. Strategies for all these activities focus on pacing and on planning transitions from one phase of the activity to another.”

- C2.3** apply a variety of tactical solutions to increase chances of success as they participate in physical activities (e.g., **individual activities:** practise a dance or gymnastics sequence in parts to refine each move, then put it back together in a sequence; **target activities:** adjust force when sending the object so that it will stop or land in a position to block the opponent; **net/wall activities:** work with teammates to cover space effectively; **striking/fielding activities:** hit or kick in different ways, varying the distance the object is sent, so that it will be more difficult for opponents to field and return the object; **territory activities:** use a “give and go” by sending the object to a teammate [give] then running to an open space to receive the object back again from the teammate [go]; kick a leading pass to a moving teammate to maintain possession) [A1.2 Coping, 1.4 Relationships, 1.6 Thinking]*

Teacher prompt: “How do you make it difficult for opponents to hit the ball in striking/fielding activities?”

Student: “Change the speed and pathway of the ball. Change the level of the throw. Put a spin on the ball.”

* Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. However, the focus of social-emotional learning skill development shifts with the student’s stage of development, and this shift may be evident in the context of applying tactical solutions. Students in Grades 1–3 may be focusing on identifying and managing emotions and learning about themselves; students in Grades 4–6 may be ready to strengthen skills for interacting with others, persevering, and coping with challenges; and students in Grades 7 and 8 may be prepared to focus on deepening thinking skills and their understanding of themselves and others (e.g., transferring understanding from one activity to another; applying systems thinking by transferring their learning from a specific context to a more global context, as in considering the environmental benefits as well as the fitness and recreational benefits of using active transportation; including a variety of different moves in a creative way in a dance or fitness routine).

Strand D

Healthy Living

Instruction should focus on the overall expectation (D1, D2, D3 in the chart below) and should, where possible, be planned to illustrate connections across topics (listed in column 1) in an integrated way. The chart provides a brief summary of topics to support learning about health concepts, making healthy choices, and making connections for healthy living.

HEALTHY LIVING LEARNING SUMMARY BY TOPIC FOR GRADE 7

Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Healthy Eating		D2.1 Eating patterns and health problems	D3.1 Personal, external factors in food choices
Personal Safety and Injury Prevention	D1.1 Benefits and dangers – technology	D2.2 Impact of bullying/harassment	
Substance Use, Addictions, and Related Behaviours	D1.2 Mental health, substances, support	D2.3 Body image, substance use	D3.2 Implications of substance use, addictions, and related behaviours
Human Development and Sexual Health	D1.3 Delaying sexual activity D1.4 Sexually transmitted and blood-borne infections (STBBIs) D1.5 STBBIs and pregnancy prevention	D2.4 Sexual health and decision making	D3.3 Relationship changes at puberty
Mental Health Literacy	D1.6 Mental health, mental illness		

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- D1. demonstrate an understanding of factors that contribute to healthy development;**
- D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;**
- D3. 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

D1. Understanding Health Concepts

By the end of Grade 7, students will:

Personal Safety and Injury Prevention

- D1.1** describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., **benefits:** efficiency and time savings; increased access to information; improved communication, including global access; **dangers:** misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses [A1.2 Coping, 1.4 Relationships, 1.5 Self]

Teacher prompt: “We’ve already discussed the benefits of using technology. Along with the benefits, there are risks, such as being targeted for harmful online interactions, encountering online violence and hate, including that generated by hate groups, and dealing with unsafe social media challenges. Another risk is encountering pornography and other sexually explicit material that promotes gender stereotypes, unsafe sex practices, and unrealistic portrayals of sex, sexuality, and relationships. What are some ways of staying safe when you are online? What should you keep in mind when you are using a computer or mobile device? What can you do to take care of your physical and mental health when it comes to digital media?”

Students: “It’s important to be aware of how much time you are spending online and to set healthy limits for screen time. There are apps to help with this.” “Everyone should be aware that anything they write or post could become public information. If you do not want someone else to know about something, or someone has not given you permission to share something, you should not write about it or post it.” “You should never share your password.” “Not everything we come across online is real. For example, some social media challenges are hoaxes, and may be harmful. I need to think carefully and critically about what I see online.” “If you are a target of online harassment, you should save and print the messages you received and get help from a parent, teacher, or other trusted adult.”



Teacher prompt: “Sexting – or the practice of sending explicit sexual messages or photos electronically, predominantly by smart phone – is a practice that has significant risks and potential legal consequences. What are some of the risks? What can you do to minimize those risks and treat others with respect?”

Students: “Photos and messages can become public even if shared for only a second. They can be manipulated or misinterpreted. If they become public, they can have an impact on the well-being of the individuals involved, their future relationships, and even their jobs. There are also legal penalties for anyone sharing images without consent.” “You shouldn’t pressure people to send photos of themselves. If someone does send you a photo, you should delete it. Do not send it to anyone else or share it online, because respecting privacy and treating others with respect are just as important with online technology as with face-to-face interactions.”

Substance Use, Addictions, and Related Behaviours

- D1.2** demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources (*e.g., trusted adults at school, guidance counsellors, public health services, help lines*) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours [A1.2 Coping, 1.4 Relationships, 1.6 Thinking]

Teacher prompt: “*Problematic substance use* is a term that refers to the pattern and types of use of substances in ways that have a higher risk of negative individual and societal health impacts. One type of problematic substance use is *potentially harmful use*. Examples of potentially harmful use include underage drinking, binge drinking, or harmful ways of using substances, such as injecting drugs. *Substance use disorder* is use that has become a physical and/or mental addiction, involving frequent and compulsive use despite negative health and social effects. Problematic substance use and mental health problems are often closely connected. Many people suffer from both, although it is important to note that one doesn’t necessarily cause the other. In some cases, the causes may be quite different, or both may be caused by a common factor, which could be genetic, developmental, or environmental. For example, traumatic events (an environmental factor) can lead to both mental health and substance use problems. In other cases, mental health problems may contribute to problematic substance use: alcohol and drugs may be used as a means to cope with a mental health problem and may make the symptoms worse. Conversely, long-term drug use can lead to a loss of contact with reality and to the development of delusions and other psychotic symptoms similar to those seen with some mental health problems. What are some mental health problems that are sometimes connected with problematic substance use?”

Student: “Sometimes people use drugs or alcohol as a way of coping with overwhelming feelings. But problematic substance use is also sometimes associated with having a mental illness, such as an anxiety disorder.”

Teacher: “Cannabis is a psychoactive drug, and contains THC [Tetrahydrocannabinol], which can impair the development of the pre-frontal cortex of the brain. Why are teenagers especially susceptible to the negative effects of any drug use, including cannabis use?”

Student: “The brain is not fully developed until around age 25. Frequent and long-term cannabis use at a young age can harm the brain and lead to problems with memory, concentration, thinking, learning, handling emotions, decision making, and mental health.”

Human Development and Sexual Health

- D1.3** explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (*e.g., choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact*); the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy, loving relationship [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Teacher prompt: “The term *abstinence* can mean different things to different people. People can also have different understandings of what is meant by having or not having sex. Be clear in your own mind about what you are comfortable or uncomfortable with. Being able to talk about these boundaries with a partner is an important part of sexual health. Having sex can be an enjoyable experience. It can also be an important part of a close, loving, and committed relationship, such as marriage or a long-term, healthy relationship, when you are older. Some people may think that sex is the best way to express love, but there are many other important and meaningful ways in which it can be expressed. Having sex has risks too, including the possibility of getting sexually transmitted and blood-borne infections (STBBIs) or becoming a parent when you don’t want to. There are also emotional and other considerations to think about. What are some of them?”

Students: “It’s best to wait until you are older to have sex because you need to be emotionally ready, which includes being able to talk with your partner about how you feel, being prepared to talk about and use protection against STBBIs or pregnancy, and being prepared to handle the emotional ups and downs of a relationship, including the ending of a relationship. Some people see sex as little more than a physical act and do not realize the emotional impact it can have. Engaging in any type of sexual activity with a partner can make the relationship more emotional or more complicated.” “Some people choose to or are encouraged to wait to be sexually active for personal, cultural, or religious reasons.” “People should not feel that they need to engage in sexual acts in order to please their partner or to gain social acceptance. A person should not have sex if they are feeling pressured, if they are unsure, if they are under the influence of drugs or alcohol, or if their partner is not ready or has not given consent. It is also important to remember that a person is free to change their mind about any type of activity at any time, and that their boundaries must be respected.”

- D1.4** identify sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms

Teacher prompt: “Common sexually transmitted and blood-borne infections include human papillomavirus (HPV), genital herpes, chlamydia, HIV, gonorrhea, and hepatitis. In some cases when a person has an STBBI, there are visible symptoms, but in many cases, the person has no visible symptoms, so it’s hard to tell if you or someone else has an STBBI. All STBBIs can have a significant impact on your health if they are not treated. What are some symptoms of an STBBI? If an STBBI has no symptoms, how can you find out if you have it?”

Student: “Sometimes when you have an STBBI, you can see symptoms, such as pubic lice or genital warts. In other instances you may experience itching, redness, or pain when urinating. If you are sexually active you should be regularly tested by a health-care provider even if you don’t see or experience any symptoms. Depending on the STBBI, tests can be done by taking swabs from the cervix, vagina, urethra, or other body parts, or by taking urine or blood samples.”

- D1.5** identify ways of preventing STBBIs and/or unplanned pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms and other forms of protection consistently [A1.2 Coping, 1.4 Relationships, 1.5 Self]

Teacher prompt: “Engaging in sexual activities like oral sex, vaginal intercourse, and anal intercourse means that you can contract an STBBI. The most reliable way to avoid sexually transmitted infections is to not have sex. If a person is thinking of having sex, what can they do to protect themselves?”

Student: “They should go to a health clinic or see a nurse or doctor who can provide important information about protection and HPV vaccination. People who think they will be having sex sometime soon should keep a condom or other effective and suitable form of protection with them so they will have it when they need it. They should also talk with their partner about being emotionally ready to have sex and about using protection before they have sex, so both partners will know that protection will be used. If a partner says they do not want to use a condom, for example, a person should say, ‘I will not have sex without a condom.’ If you do have sex, it is important that you use protection every time, to help prevent contracting an STBBI or becoming a parent before you are ready.”



Teacher prompt: “HIV [Human Immunodeficiency Virus] is a serious viral infection that can be controlled with treatments. HIV attacks the cells in the body that help to fight infections until they are no longer able to do their job. With treatment, the damage that HIV does to the body’s immune system can be slowed or prevented. The only way to know if you have HIV is to get an HIV test. Today, with antiviral and other medicines, people with HIV are living longer, with a better quality of life. HIV can lead to AIDS [Acquired Immune Deficiency Syndrome], a state of health in which a

person's immune system has been weakened by HIV and the person can no longer fight other infections. It is common for a person with AIDS to develop other infections, such as pneumonia or some kinds of cancer. HIV can be transmitted whether or not someone has symptoms of the infection. However, HIV treatment can reduce the amount of HIV in someone's body to the point where it cannot be transmitted. HIV transmission results from specific activities and does not occur through everyday contact with someone living with HIV or AIDS. What are some of the ways a person can be infected with HIV, and what can be done to prevent the transmission of HIV?"

Student: "HIV may be transmitted through contact with bodily fluids – semen, blood, vaginal or rectal fluid, and breast milk. HIV cannot live outside the body. For you to be infected, the virus must enter your bloodstream. That can happen through the sharing of needles as well as through unprotected vaginal or anal intercourse, which is the most common method of infection. It is very important that you use protection, such as a condom, if you do have sex. Avoid sharing drug-use equipment or using needles that have not been sterilized for any purpose, including piercing, tattooing, or injecting steroids. One of the best things you can do to stop HIV is to stop the stigma that is associated with having the infection. Gossiping about someone with HIV, shaming them, or avoiding everyday contact with them makes it more challenging for them to tell others that they have HIV or to get tested for it. These things make it easier for HIV to spread."

Mental Health Literacy

- D1.6** demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems [A1.6 Thinking]

Teacher prompt: "Mental health and mental illness are like physical health and physical illness. A person can be in good health but have a diagnosed illness. We don't say that someone who has a diagnosed health condition, such as diabetes or asthma, is 'unhealthy'. If they make healthy choices, as circumstances allow, such as getting adequate sleep, being physically active daily, and eating healthy nutritious foods, they can maintain their health while still having a diagnosed illness. The same is true of mental health. If a person takes care of their mental health, as best they can, and has a sense of well-being and resilience, they can be mentally healthy even if they have a diagnosed mental illness, such as an anxiety disorder or depression. Whether or not we have a diagnosed mental illness, our mental health is impacted by our feelings, thoughts, and actions, and by our experiences and circumstances in our day-to-day lives. How would you explain the relationship between mental health and mental illness?"

Student: "Mental health refers to a person's overall sense of well-being – when the person knows what they are good at and when they need help, and when even if they have ups and downs, they can operate pretty well every day. Mental illness is

something that a doctor would tell you you have, just like a physical illness. It's like any illness, only it affects your ability to think, to relate to others, or to function every day."

Teacher: "Everyone experiences stress from time to time. There are common stressors that all students experience, like having tests and assignments or being worried about making a team or about being included in something. And sometimes life can be very stressful for young people – times when a parent loses a job or someone moves away or someone gets really sick. It's important to know that although we all have stress and that it sometimes leads to feelings of anxiety, this does not mean that we have an 'anxiety disorder' or some other form of mental illness. Experiencing a range of feelings is normal as we develop and learn about how our bodies and brains work together. When problems go on for a long time, it might be a sign that a person needs help. Possible signs of a mental health problem include frequently having feelings of sadness or anxiety that are stronger than usual or last longer; having difficulty paying attention; having problems with eating, sleeping, or managing expectations at school; or being addicted to substances. What are some other signs that a person might benefit from seeking support from a trusted adult?"

Student: "Signs that someone might need help include having feelings that interfere with everyday activities. For example, a person who feels too sad and tired to get up for school, or who loses interest in activities they normally enjoy, or whose behaviour suddenly changes a lot might need some support. A person who can't go to a friend's party because they are sure everyone will be judging them and talking about them might also need help. If you are unsure about your own mental health or someone else's, it's good to ask for help."

D2. Making Healthy Choices

By the end of Grade 7, students will:

Healthy Eating

- D2.1** demonstrate the ability to develop healthier eating patterns, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders (*e.g., cancer, Type 2 diabetes, cardiovascular disease, obesity, food allergies and anaphylaxis, tooth decay, osteoporosis*) [A1.2 Coping, 1.5 Self, 1.6 Thinking]

Teacher prompt: "Your eating patterns can contribute positively to your overall physical and mental health, but they can also contribute to health problems. Paying attention to how you feel in connection with not only what you eat but also when you eat and with whom you eat can make a difference in your mental health. Canada's Food Guide recommends being mindful of your eating, eating meals with others, and taking time to enjoy your food. In other words, it's helpful to pay attention to

your ‘food-mood’ connections! Regularly eating healthy foods gives you the vitamins, minerals, and nutrients you need to be healthy. An unhealthy eating pattern is one of the many factors, including obesity, physical inactivity, smoking,* and high blood pressure, that can increase the risk of illness and disease. Fruit and vegetable consumption has been linked to a lower risk of heart disease, whereas a diet high in processed meat has been linked to an increased risk of colorectal cancer. Consuming fewer sugar-sweetened foods and drinks (including 100 per cent fruit juice) and following good oral hygiene practices helps reduce the risk of obesity, type 2 diabetes, and tooth decay. Vegetables, fruit, whole grains, and protein foods should be consumed regularly. Choose protein foods that come from plants more often. Foods that contain mostly healthy fats should replace foods that contain mostly saturated fat, to help lower the risk of cardiovascular disease.”

Personal Safety and Injury Prevention

- D2.2** assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (*e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations*) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Teacher prompt: “What are some of the consequences of using homophobic put-downs or racial slurs? How can this hurtful behaviour be prevented?”

Student: “Using homophobic or racist language is discriminatory and it can be harmful to the targeted person’s well-being. It can also have harmful consequences for the whole atmosphere in the school. Sometimes, people speak without thinking about what they are actually saying and how they are hurting others. To change this behaviour, everyone needs to take responsibility for the words they use and also to challenge others who make discriminatory comments or put people down, whether in person or online.”



Teacher prompt: “Inappropriate sexual behaviour, including things like touching someone’s body as they walk by in the hall, making sexual comments, or pulling pieces of clothing up or down, is sexual harassment. Texting someone constantly can also be harassment. What can you do to stop this kind of thing?”

* This reference is to smoking commercial tobacco products. It does not refer to the ceremonial use of natural tobacco in First Nations and Métis cultures.

Students: “Don’t do it. Don’t encourage others to do it. Don’t accept it if you see it happening – whether in person or on social media. Tell the person to stop, or report them.” “Online, you can call someone on unacceptable language, but it’s better to have a face-to-face conversation about it afterwards.”

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Teacher prompt: “A common form of harassment is spreading hurtful gossip about others. Is this type of bullying any less harmful than physical bullying? How can it be stopped?”

Student: “Verbal and social bullying and harassment – whether done in person, online, or through texting – are just as harmful as physical bullying and can have a negative impact on the targeted person’s mental health. There are legal consequences for both physical assault and verbal harassment. If we hear it or see it, we should not tolerate it. It is up to everyone to make sure that this type of behaviour is not tolerated.”

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Teacher prompt: “What kind of support will the person who was bullied and the bystander need?”

Student: “The person who was bullied and the bystander need to be listened to and given a chance to express their feelings about the harm that has been done and to contribute their ideas about what needs to be done to put things right. They need to be given help to make sure the bullying stops. They might be afraid and may need counselling to recover emotionally from being bullied or witnessing bullying. To prevent future bullying, we should all try to discover and affirm the uniqueness of each person and support one another.”

Teacher: “It is often helpful to work with the person who did the bullying, in order to prevent such an incident from happening again. It can be helpful to use an approach that puts the emphasis on the wrong done to the person as well as the wrong done to the community. It requires wrongdoers to recognize the harm they have caused, accept responsibility for their actions, and be actively involved in improving the situation. What is needed for this to happen?”

Student: “Both parties need to be willing to work through the issue together, looking for a solution that helps everyone. The person who did the bullying has to admit guilt and accept responsibility for their actions. The person who was targeted needs to participate without feeling pressured. It is really important for their participation to be voluntary and for the process not to cause further harm. Someone who is skilled in guiding this approach can make sure that the outcome is helpful for everyone.”

Substance Use, Addictions, and Related Behaviours

- D2.3** explain how preoccupation with body image or athletic performance can contribute to harmful or problematic eating habits and substance use, and demonstrate the ability to make informed choices about caring for their bodies [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

Teacher prompt: “What are the dangers of cutting out certain types of nutrients in an attempt to lose weight or alter body shape?”

Student: “All nutrients, including carbohydrates and fats, have important functions. For example, carbohydrates provide us with the energy we need to function every day. When we cut out or significantly limit our intake of carbohydrates, several problems can arise. First, because our bodies and brains are not getting what they need, we can start to feel sluggish, have trouble concentrating, and feel moody or irritable. Second, when we are very rigid about what we eat, we may become more rigid in other areas of our lives, and that can make us less able to enjoy ourselves. We can start to feel more anxious and more socially isolated, and we can become more vulnerable to developing an eating disorder.”



Teacher prompt: “What are the dangers of using substances to alter body shape? What is a healthier alternative?”

Student: “Using substances to change body shape or to control weight is dangerous because of the hazards associated with different substances. Diet pills and laxatives can cause dehydration. Steroids have many side effects, including increased irritability, aggressiveness, mood swings, acne, changes in sex organs, hair loss, and addiction. Prolonged use of high dosages can lead to organ damage. A balanced combination of healthy eating and physical activity is a safer and healthier alternative to using drugs to alter body shape. If we find we’re feeling very preoccupied with our bodies, it’s a good idea to talk to a trusted adult for support.”

Human Development and Sexual Health

- D2.4** demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health (*e.g., sexually transmitted and blood-borne infections [STBBIs], possible side effects of contraceptives, pregnancy, protective value of vaccinations, social labelling, gender identity, gender expression, sexual orientation, self-concept issues, relationships, love, respect, desire, pleasure, cultural teachings*) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Teacher prompt: “Thinking about your sexual health is important. It’s important to have a good understanding of yourself before you get involved with someone else. It’s not just about making a decision to have sex or waiting until you are older. It’s also about things like your physical and emotional readiness; having safer sex and avoiding

consequences such as becoming a parent before you want to or contracting an STBBI; your sexual orientation and gender identity; your understanding of your own body, including what gives you pleasure; and the emotional implications of sexual intimacy or being in a relationship. Some people can experience anxiety and a range of other emotions after the breakup of a relationship that has had strong physical and emotional components. People can seek help or counselling if they feel that they are caught in a cycle of unhealthy relationships. Thinking about your sexual health can also include thinking about religious, cultural, or spiritual beliefs. Moral and ethical considerations are involved as well, including the need to respect the rights of other people. Can you explain what is meant by a moral consideration?”

Student: “A moral consideration is what you believe is right or wrong. It can be influenced by your personal, family, religious, cultural, or spiritual values. Every person in our society should treat other people fairly and with respect. It is important to take this into account when we think about our relationships, sexual behaviour, and activities.”

Teacher: “Like any other decision, a decision about sexual health requires you to look at all sides of an issue. How can you do that?”

Student: “You need to consider the pros and cons of any decision you are making, and how those decisions will affect both you and others.”

D3. Making Connections for Healthy Living

By the end of Grade 7, students will:

Healthy Eating

- D3.1** demonstrate an understanding of personal and external factors that affect people’s food choices and eating habits (e.g., **personal:** likes and dislikes, basic food skills, busy schedules, food allergies or sensitivities, health conditions, personal values, cultural practices or teachings; **external:** family or household budget, cost of foods, access to clean drinking water, type of food available at home, at school, or in the community), and identify ways of encouraging healthier eating practices [A1.2 Coping, 1.3 Motivation, 1.5 Self, 1.6 Thinking]

Teacher prompt: “How can people make healthy food choices if their choices are limited by a dislike of certain foods, by a food allergy, by personal beliefs about ethical food choices, by cultural preferences or religious food rules, or by budget limitations?”

Student: “Some limitations can be removed or overcome. People often dislike certain foods without ever having tried them. We should always consider at least trying a food before rejecting it. Often we discover that we like a food when we learn to

prepare or serve it in a different way. In other cases, we just have to work within the limitations. A lot of tasty food choices are available for people who are making ethical choices or following religious and cultural food rules, or who have allergies. If we have a limited budget, we can still eat well by making careful food choices. Highly processed food products are usually readily available, but are also usually less nutritious than fresh foods cooked at home. If available, local produce can be relatively inexpensive in season. One limitation that is hard to overcome is a lack of access to safe drinking water.”

Substance Use, Addictions, and Related Behaviours

- D3.2** analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours (*e.g., effects of technology dependence on school and workplace performance, personal relationships, and physical health; impacts of pornography viewing patterns on relationships; risks associated with vaping and chewing tobacco; effects of second-hand smoke on non-smokers and children; legal and health implications of underage drinking and cannabis use; body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol use during pregnancy*) [A1.6 Thinking]

Teacher prompt: “Underage drinking is a concern in our school. Who can be harmed by underage drinking, and how?”

Student: “Underage drinking can be harmful to the person doing it because it can lead to legal charges and physical, mental, and emotional harm. Intoxication can also lead to taking more risks, which can result in injury or death. It is also associated with violence in relationships, which causes harm to others. Alcohol poisoning can be fatal. Underage drinking can be harmful to family members and the community because of the personal injuries or property damage that can result from actions or behaviour associated with impaired judgement, including car crashes. Underage drinkers also risk losing the trust of their peers, parents, and other adults.”



Teacher prompt: “What are some of the potential negative impacts of viewing of sexually explicit media such as pornography and certain video and online games?”

Student: “There can be issues both with the amount of time spent online and with what is being viewed. Viewing this kind of material can lead to spending too much time online, which can get in the way of things that keep people healthy, like being outdoors, being physically active, spending time with friends and family, and getting enough sleep. It can become difficult to stop going online, and this can have an impact on other areas of a person’s life, like school and social life. Issues with the content of pornography include that it often portrays sexuality and relationships in unrealistic and harmful ways. It reduces people to sexual objects and is often disrespectful to

women. This can also be true of video and online games. Also, pornography often shows sexual behaviours that are high risk for STBBIs. If a person sees pornography, it is important for them to understand that it may be showing things that are unrealistic, unhealthy, or harmful.”

Human Development and Sexual Health

- D3.3** explain how relationships with others (*e.g., family, peers*) and sexual health may be affected by the physical and emotional changes associated with puberty (*e.g., effect of physical maturation and emotional changes on family relationships; effect of growing interest in intimate relationships on peer relationships; increased risk of STBBIs and/or pregnancy with onset of sexual activity*) [A1.1 Emotions, 1.4 Relationships]

Teacher prompt: “How can the changes experienced in puberty affect relationships with family and others?”

Student: “Adolescents may become interested in having an intimate relationship with someone. They may feel ‘grown up’, but still get treated like a kid, and this sometimes leads to conflicts with parents. They may want more independence.”