

Healthy Active Living Education, Grade 11 Open

Grade	Topic	Expectations
Strand: A. Active Living		
11	Active Participation	A1.3 Demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable activity environment, and display leadership while participating in physical activities (e.g., encourage others; give constructive feedback; encourage positive peer relationships by displaying a sense of fair play and observing proper sports etiquette; plan and lead in-class activities; support others in the development of skills).
Strand: C. Healthy Living		
11	Understanding Health Concepts	C1.3 Describe warning signs for suicide, and identify sources of support that can help people who may be contemplating suicide.
		C1.4 Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and wellbeing (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness).
11	Making Healthy Choices	C2.2 Apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities.
11	Making Connections for Healthy Living	C3.3 Describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction.
		C3.4 Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical

			illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse).
		C3.5	Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community.