

Healthy Active Living Education, Grade 9 Open

Grade	Topic	Expectations
Strand: A. Active Living		
9	Active Participation	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)
Strand: C. Healthy Living		
9	Understanding Health Concepts	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.
		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.
		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.
9	Making Connections for Healthy Living	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).
		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).
		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.
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