

# Approaches to Teaching Healthy Living

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A Guide for Secondary Educators

The background of the cover is a solid orange color. It features several large, overlapping, curved shapes in various shades of orange, creating a dynamic and abstract pattern that resembles stylized waves or organic forms.

# Acknowledgements

Ophea is a not-for-profit organization dedicated to supporting school communities through advocacy, quality programs and services, and partnership building. Ophea is led by the vision that all children and youth will value, participate in, and make a lifelong commitment to active, healthy living. For more information on Ophea, visit [www.ophea.net](http://www.ophea.net).

*Approaches to Teaching Healthy Living: A Guide for Secondary Educators* is an online resource developed to support secondary educators in teaching the Healthy Living strand of the 2015 Health and Physical Education (H&PE) curriculum.

*Approaches to Teaching Healthy Living* is available to teachers from school boards that have purchased access.

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## Introduction to Teaching Healthy Living

### Why Concepts in Health and Physical Education Require Sensitivity to Teach

The Ontario curriculum reflects that today's students require the information, knowledge, and skills necessary not only to become critical thinkers, but also to make sound decisions about matters affecting their health and well-being before they have to make decisions in real life. Students also need to see themselves in the curriculum; it must be relevant to their lives and presented in ways that allow them to practise living skills, while applying their learning to situations in their personal lives, their communities, and the world around them.

The Ontario curriculum's focus on building skills, rather than mastering of content in isolation, is a reflection of this changing pedagogy. When we, as educators, use skill-based and creative strategies in our teaching, we help students learn how to synthesize complex information, communicate effectively, and make informed, healthy decisions for themselves. We can encourage students to develop a sense of personal responsibility for their lifelong health and the health of others.

This approach is also useful in addressing the diverse needs of students. The student-centred strategies presented in this guide can assist learners in becoming informed, thoughtful citizens and respectful, caring people. While student well-being plays a role in every course within the Ontario curriculum, it plays a particularly central one in Health and Physical Education. These courses help students build the *health literacy skills* they need to live healthy, active lives while allowing students to practise the *living skills* required to make decisions, communicate effectively, and build healthy relationships. Health and Physical Education (H&PE) classes also teach students how to limit risk and build protective factors in order to increase their resilience as they confront challenges throughout their lives.

By teaching health in a *holistic manner*, rather than as a series of individual topics, educators can inspire students to make connections between their physical, cognitive, emotional, spiritual, and social health and well-being and to make connections to their peers, their community, and the wider world.

Since much of the learning addressed in the Health and Physical Education curriculum is personal in nature, particularly in the Healthy Living strand, this learning is intrinsically connected to students' families and relationships as well as their cultural and/or religious values. As such, educators should take extra care and consideration when approaching health concepts, and demonstrate sensitivity and respect for individual perspectives. To promote understanding, students should be encouraged to explore many perspectives of health-related issues, identify valid sources of information, and find the information they need.

At early stages in their lives, children generally form their values based on the ideas and experiences of a relatively small group of family members and caregivers. As they grow older and are exposed to many different ideas and experiences in a school environment, children and youth learn about perspectives that vary from their own. When addressing concepts that require sensitivity to teach, it is important to responsibly and inclusively provide opportunities for students to learn about diverse views and understand how these may differ from their own.

#### Theory into Practice

During the minds on activity, consider using a "think aloud" strategy to model how to select valid sources of information that reflect a diversity of perspectives about an issue or concept.

#### Theory into Practice

As a consolidation activity, consider using Inside and Outside Circles to provide students with opportunities to share their views and understand the differing perspectives that may exist amongst their peers.

## Social Determinants of Health

### Global Perspective

The World Health Organization affirms that conditions in which people live directly affect the quality of their health (CSDH, 2008). These conditions have come to be known as the social determinants of health (SDH). The World Health Organization defines SDH as the living conditions in which people are born, grow, live, work and age. These conditions are shaped by the distribution of money, power and resources at national, provincial and local levels. SDH are most responsible for health inequities - the unfair and systemic differences in health status between different population groups.

### The Fourteen Social Determinants of Health (SDH) for Canadians (Mikkonen and Raphael, 2010)

Income and Income Distribution	Early Childhood Development	Social Safety Network	Race
Education	Food Insecurity	Health Services	Special Needs
Unemployment and Job Security	Housing	Aboriginal Status	
Employment and Working Conditions	Social Exclusion	Gender	

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## Social Determinants of Health (cont.)

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### Canadian Perspective:

Many people are surprised to learn that the primary factors that shape the health of Canadians are the living conditions they experience, not medical treatments or lifestyle choices (Mikkonen and Raphael, 2010). Social determinants of health have been shown to have strong effects upon the health of Canadians, even more so than health behaviours such as eating habits, physical activity level, tobacco use, or alcohol use (Raphael, 2009).

While all SDH affect students, we know that socio-economic status plays a particularly significant role (Canada Public Health Association, 2012). Even in a country as wealthy as Canada, health and illness follow a social gradient: the lower people's socio-economic position, the poorer health they will likely face.

### Family Perspective:

While some social determinants of health relate to children and youth themselves, others are more directly associated with their biological parents. There is clearly a genetic component to health. For example, we can inherit a disease such as cystic fibrosis or have a genetic propensity towards mental health issues. In other words, we are “born into” some SDH, such as our gender, race, aboriginal status, or special needs.

Social determinants of health also involve our families' experiences. It is important to remember that students are children and youth, and as such, they have varying degrees of control over their SDH. For instance, students have no control over their socio-economic status, the home and neighbourhood in which they live, the food purchased for their consumption, or the healthcare provided them. At a certain age, students may have increased control over the amount of time spent engaging in physical activity. But educators must remember that the ability to participate in community athletics, as when students play organized sports, is very much tied to a family's disposable income.

### Individual Perspective:

Social determinants of health affect all students, in terms of whether they are physically and emotionally healthy as well as the extent to which they will have the personal resources required to overcome obstacles and achieve personal aspirations. As youth move through secondary school and grow into adulthood, it becomes increasingly important that they recognize what aspects of living are within their control. Through health learning they can see how critical-thinking and decision-making skills enable them to make choices that result in good or improved health. Educators can help teach students those skills and personal strategies. Once they have learned and practiced such living skills, students can foster their own well-being in the face of stressful and challenging life circumstances (Ontario Ministry of Education, 2015). Since SDH affect student learning, educators should consider them when planning both content and strategies for health education and when assessing student performance.

### Theory into Practice

Consider accessing school board and local public health data to gather information about the Social Determinants of Health (SDH) that may impact the lives of students. Consider using this information to support students in learning strategies to influence the SDH that are within their control to improve their personal health.

## The Role of Students in Health and Physical Education

Health and Physical Education classes provide students with opportunities to develop their higher-order thinking skills and make connections to the world in which they live. By recognizing these connections, students can apply their learning while making decisions about their health and well-being.

Students are responsible for actively participating in their own learning. As students recognize that health-related decisions can have significant effects on the physical, emotional, social, cognitive, and spiritual aspects of their lives and the lives of others, they learn effective decision-making skills. Students can also learn to communicate respectfully with one another and with the educator. By considering the possible impact of their comments, prior to sharing them with the class, students demonstrate maturity and consideration for others.

In order for students to participate effectively in an increasingly global, connected, and complex world, they must develop respectful attitudes towards a wide variety of values, perspectives, and identities. In Health and Physical Education classes, students not only need to reflect on their own prejudices, stereotypes, and biases about the learning, but also engage in opportunities to understand and appreciate diverse experiences and points of view. When students can recognize that we all possess unique perspectives, personal histories, and identities, they are more likely to respect one another. Acknowledging differences can lead to a caring, safe, inclusive classroom and school environment.

Additional information regarding the role of students in H&PE may be found on pages 12-13 of *Ontario Curriculum, Grades 9 to 12, Health and Physical Education (Ontario Ministry of Education, 2015)*.

### Theory into Practice

Consider co-constructing criteria for students to use as filters when sharing their comments with the class. Before speaking in class, ask yourself these questions:

- Is it true?
- Is it kind?
- Is it necessary?

### Theory into Practice

Consider having students read personal accounts of community members and share them with the class. Use role play with students to help them view issues from a variety of perspectives.

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## The Role of Teachers and Educators in Health and Physical Education.

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Health topics are intrinsically connected to students' personal values, perspectives, identities, and beliefs. As such, teaching students about health issues provides unique opportunities and challenges for educators. It is important to protect and promote the self-respect and well-being of all students. To do so, educators must ensure that diversity is valued and that all individuals feel safe, included, and accepted in their classrooms.

Students of all body shapes and sizes, abilities, sexual orientations, gender identities, and ethno-cultural, racial, and religious backgrounds must feel accepted, comfortable, and free from harassment at all times. They should be given consistent opportunities to express their opinions and ideas without shame or embarrassment. By doing so, educators foster and maintain a respectful classroom environment in which all students can learn.

Additionally, educators should communicate and work together with parents about student learning as part of effective teaching and learning practice. Regular communication enables parents to work in partnership with the school by promoting discussion and student learning in a family context.

Additional information regarding the role of educators in H&PE may be found on pages 14-16 of *Ontario Curriculum, Grades 9 to 12, Health and Physical Education* (Ontario Ministry of Education, 2015).

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## The Role of Parents, Guardians and Caregivers in Health and Physical Education

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Parents, guardians, and caregivers play a crucial role in the health and well-being of their children and youth - and can positively influence their health education. When parents spend time talking about important health topics with their children or youth at home, they reinforce student learning in ways that correspond to their values, perspectives, identities, and beliefs (Note: The word parent/s is used in this guide to refer to parent/s or guardian/s. It may also be taken to include caregivers or close family members who are responsible for raising a child. See page 13 of *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education* (Ontario Ministry of Education, 2015).

Caring and honest communication benefits children and youth as well as their parents. Parents who provide their children or youth with a safe environment in which to discuss their experiences and emotions help their children and youth feel “heard” and understood. These are key elements of emotional well-being (Ophea, 2015a).

If parents have any questions or concerns about the content of the H&PE curriculum or the communication received from educators, they should discuss them with educators directly. Students benefit when parents and educators work together to provide a respectful, mutually supportive framework for health education.

Additional information regarding the role of parents, guardians, and caregivers in H&PE may be found on pages 14-16 of *Ontario Curriculum, Grades 9 to 12, Health and Physical Education* (Ontario Ministry of Education, 2015).

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### Theory into Practice

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Consider sharing learning goals and course outlines with parents through a variety of mediums (e.g. ongoing formal and informal conversations, curriculum events, newsletters or website postings).

### Theory into Practice

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Consider sharing questions and activities parents can use to explore current concepts from the curriculum.



## The Role of Public Health Professionals in Health and Physical Education (Hanna and Beben, 2014)

The role of public health professionals in health education has changed dramatically in recent years. Historically, health education in schools generally focused on issues related to physical health (e.g., smoking cessation, cancer prevention) or the dangers of substance abuse. Mental health was rarely, if ever, discussed in the classroom, and sexual health education was often limited to managing the changes experienced during puberty. Health education used to focus on “behaviours” of the individual rather than recognizing that students are a part of the larger community and society. We now understand that social determinants of health significantly affect the health of all persons, and that schools and communities have an important role in health promotion.

### Theory into Practice

Consider working with the administration, local public health, parents and students to assess the health priorities and needs of the school community and work together to develop support programs.

Additional information regarding the role of public health in H&PE may be found on page 17 of *Ontario Curriculum, Grades 9 to 12, Health and Physical Education* (Ontario Ministry of Education, 2015).

### *The Ontario Public Health Standards*

Schools and public health units have complementary mandates. The Ontario Public Health Standards (OPHS) require public health units to promote the optimal health and development of children and youth through their work with schools. Local public health units across Ontario support health promotion by helping people improve their health through a wide range of social and environmental interventions (WHO, 1986). Local public health units also support health protection through their immunization programs and the management of infectious and chronic diseases. (Notes: The Ontario Public Health Standards [OPHS] and Protocols that outline the fundamental public health programs and services to be delivered by Ontario’s boards of health [assessment and surveillance, health promotion and policy development, disease and injury prevention, and health protection] can be found online at: [www.health.gov.on.ca/en/pro/programs/publichealth/oph\\_standards/](http://www.health.gov.on.ca/en/pro/programs/publichealth/oph_standards/); For more information about the role of public health in Ontario, please visit The Ministry of Health and Long-Term Care at: [http://www.health.gov.on.ca/english/public/program/pubhealth/public\\_mn.html](http://www.health.gov.on.ca/english/public/program/pubhealth/public_mn.html))

### *Healthy Schools*

*The Foundations for a Healthy School* (Ontario Public Service, 2014) is designed to promote health and well-being by helping educators and public health professionals create a learning environment that focuses not only on academic success, but also on the cognitive, emotional, social, and physical development of all students. Using a Comprehensive School Health model, it encourages stakeholders to ensure that students have high-quality instruction and programs, a healthy physical environment, a supportive social environment, and access to health and other needed resources and services through community partnerships.

### **Comprehensive School Health**

Researchers emphasize that using holistic approaches in health education is highly effective, and that collaboration is a fundamental part of successfully creating supportive learning environments for children and youth. With the help of public health professionals, schools across Canada - and in many places around the world - have adopted the Comprehensive School Health framework (JCSH, n.d.). Comprehensive School Health is not limited to the classroom as “Health Education classes” were in the past. Rather, it addresses the whole school environment including the social and physical environments, teaching and learning, healthy school policy, and partnerships and services. When educators, school staff, students, health practitioners, public health consultants, and community members all take action in each of these four areas, they increase the impact of healthy school initiatives. Schools that implement the Comprehensive School Health framework are not only supporting improvements in students’ health, well-being, and educational outcomes, but they are also helping students grow into being healthy, productive members of their communities.

Additional information regarding the roles Community Partners play in H&PE can be found on pages 17-18 of *Ontario Curriculum, Grades 9 to 12, Health and Physical Education* (Ontario Ministry of Education, 2015).

For a thorough discussion of Comprehensive School Health, consult the Joint Consortium for School Health’s website at: [www.jcsh-cces.ca/index.php/about/comprehensive-school-health](http://www.jcsh-cces.ca/index.php/about/comprehensive-school-health)

To learn about Ophea’s Healthy Schools Certification, visit: [www.ophea.net/healthy-schools-certification](http://www.ophea.net/healthy-schools-certification)

### **Community Partnerships**

One way the Comprehensive School Health framework can promote connections between individuals sharing a common goal is through larger-scale community partnerships. For example, many mental health campaigns involve students, educators, school staff, parents, public health professionals, and community members. Since mental health is intrinsically connected to nutrition and physical health, community leaders or local dietitians could organize free events that teach families how to prepare healthy meals. Similarly, school-based initiatives that involve public health, such as *Great Lunches for Schools* and *Turn off the Screens*, demonstrate how community members can work together to improve students’ health (Ophea, 2015a).

### **Local health-related demographic data**

Public health units have access to an extensive amount of local health-related, demographic data. Many have published health status reports that include data regarding the health of residents in their region. These can include topics such as:

- Healthy Eating and Eating Behaviour
- Body Weight
- Physical Activity
- Tobacco, Alcohol and Drug Use
- Relationships and Sexual Health
- Social and Emotional Well-being
- Safety at Home, School and in the Community
- Oral Health
- Injuries
- Sun Safety

Providing student-reported data on health-related issues can help bring “health to life” in the classroom by guiding students to make connections between their learning and happenings within their community. For example, when discussing Sexually Transmitted Infections (STIs), have the local public health unit share data regarding STIs prevalent in the school community. Use caution and sensitivity when sharing and discussing information, always considering possible impact on or triggers for students with respect to certain topics (e.g., body weight information including discussing BMI if students are present that have an eating disorder or other body-image concerns).

### **Theory into Practice**

Consider participating in Ophea’s Healthy Schools Certification which recognizes and celebrates school communities for promoting and enhancing the health and well-being of students, school staff and the broader community.

**Guide to Community Resources**

Public health professionals have in-depth knowledge of local resources and services. Many public health units compile lists of and post links to important community resources on their websites. Public health staff members are exceptional “community navigators” who can help connect students and educators with the community resources they need.

In summary, it is important to use family and community resources to effectively deliver a high-quality healthy living curriculum that recognizes and addresses the diverse needs of all students. Doing so will ensure students can make authentic and relevant connections to their lives. The following section provides further information to support educators in effective planning and delivery of the healthy living strand within the H&PE 2015 curriculum.

## Creating a Safe, Inclusive, and Accepting Learning Environment

While teaching healthy living can be challenging, most educators find that once a safe, inclusive, and accepting learning environment has been established, they can have thoughtful and productive discussions with their students. In a classroom where respectful teacher-student relationships have been established, more meaningful conversations can happen about topics that need to be approached with sensitivity.

Educators can do many things to create a healthy learning environment. The following ideas can help prepare educators to teach healthy living.

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### Be Prepared: Know the Curriculum Expectations

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Preparing to teach about healthy living begins with knowing the curriculum expectations associated with it. Find ways to help students focus on the key learnings from the overall expectations. Based on the needs of your students, adapt and use the 2015 H&PE curriculum's optional *examples*, *teacher prompts*, and *student responses* as guides for your classroom discussions.

Educators who require additional support in order to teach healthy living have many valuable resources available. Ministry of Education curriculum support materials can be accessed online at: [www.edu.gov.on.ca/eng/curriculum/secondary/health.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/health.html). Resources from EduGAINS can be accessed at: [www.edugains.ca/newsite/curriculum/secondaryresources/healthphised2.html](http://www.edugains.ca/newsite/curriculum/secondaryresources/healthphised2.html).

It is important for educators to recognize when they require additional support. Some school board staff and/or community partners are available to assist in knowledge mobilization and implementation of the curriculum. Advice can be sought from educational colleagues such as fellow educators, school board staff, guidance counsellors, child and youth workers, school social workers, child psychologists, educational assistants, or child welfare practitioners. Professionals may be contacted at the local health unit or through related websites. Equally valuable may be the experience and knowledge shared by relevant community members such as spiritual leaders, school chaplains, elders, settlement workers, and people working at culturally significant agencies that work to meet the needs of diverse groups in the community. When educators use information from knowledgeable professionals and access valuable resources, they inform their teaching in important ways. Students naturally benefit from such thorough preparation and networking.

#### Theory into Practice

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Consider working with your department or grade team to develop a list of board and community resources to support and enhance student learning. Update this list on an annual basis.

## Facilitating a Community of Respectful Learners

After an educator thoughtfully prepares to teach healthy living, it is important to work together with students to establish classroom/learning guidelines for the classroom with both student and teacher input. The degree to which educators can successfully establish emotionally, psychologically, and physically safe learning environments for all students affects the degree to which students feel comfortable discussing health concepts. A classroom with consistent and predictable emphasis on respectful communication can lead to reduced bullying, intimidation, and silencing.

### Students' confidence in the safety of their learning environment allows them to:

• Ask questions of themselves and others	• Express their own uncertainty on specific issues
• Engage in meaningful self-reflection	• Recognize, respect, and accept diverse perspectives
• Express personal views that may differ from others	

### When establishing your safe and inclusive classroom environment, the following guidelines should be considered (Beben, 2004):

• Be an open-minded facilitator who is sensitive to the attitudes, values, and feelings of others.	• Share positive feedback with students whenever appropriate.
• Encourage students to think critically and respond respectfully to one another.	• Avoid criticism. Value your students' opinions and realize they may change over time.
• Communicate with warmth and sincerity.	• Respect the values and beliefs of all people.
• Recognize and respond effectively to biases, prejudices, stereotypes and discrimination in the classroom.	• Provide students with an opportunity to "pass" regarding sharing personal information they do not wish to disclose.
• Listen carefully to students' questions, concerns, worries, and thoughts. Observe and be aware of non-verbal communication (e.g., body language).	• Intervene immediately if incidents of verbal or physical harassment take place. Be sure to <i>name</i> the discriminatory words or actions (e.g., that statement is racist, sexist, homophobic, classist, etc.).
• Get to know the students. Use a variety of teaching strategies that help build respectful relationships with the students like those found in the Teaching Strategies section of this guide. Address the needs of individual students as required. Try using check-in circles before and after instruction, giving students an opportunity to articulate how they are feeling.	• Answer questions honestly when you know the correct answer. If you do not possess accurate information regarding a topic, say so. Research the answer and report back to students at a later date.
• Be open to conversations and questions about identity (e.g., race, class, gender, sexual orientation, religion, etc.).	• Remain sensitive to the attitudes, values, and feelings of others which may be the same or different than one's own.

When they are provided with an atmosphere of trust, validation, and inclusion, learners feel like valued members of the group who can offer their own ideas, thoughts, and analyses while working towards an understanding of different topics. This is an important part of supporting student mental health and self-confidence (Ophea, 2015b).

During classroom discussions, some learners may choose to take risks by revealing aspects of themselves to others; however, not all learners will do so. The extent to which students take such risks is demonstrated by asking questions in front of their peers, expressing opinions, disagreeing with one another, and analyzing their own positions on topics (Ontario Ministry of Education, 2013). Learners' willingness to take these risks is built from previous successful experiences gained by participation in learning strategies that encourage many different views to be shared openly and honestly, in a safe and accepting learning environment.

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## Teacher-Student Confidentiality

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Students should be supported in schools by educators who are respectful and knowledgeable, and who can provide them with valuable referrals and resources. They also need to know what professionals they can talk to about personal matters. Educators should consult their administrators for information about available support resources for students in their board.

As part of facilitating a community of respectful learners, educators should emphasize to their students that the privacy of others must be maintained in the classroom. This is particularly relevant when teaching healthy living, because the subject matter may naturally lead to sensitive conversations.

When students feel safe and accepted in inclusive school environments, they will sometimes share personal information or discuss personal matters with their peers and teachers. If a student's comments raise questions or concerns about his/her safety (i.e., violence, harassment, abuse, substance use, or sexual behaviours that may put them at risk of harm to their body, body image, self-esteem, or mental health), educators should talk with that student individually at an appropriate time. Understanding the context of the information shared is a crucial step in determining what, if any, action the educator needs to take.

All school boards have Pathways to Care policies and procedures outlining recommended actions that educators, administrators, and other staff should take when a student may be in need of support. These resources outline the tools available within the local community to support student mental health and well-being. Educators should seek support from their administrators while accessing these supports.

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## Duty to Report

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While the personal information shared by students in class should remain in the classroom, educators need to inform students that there are limits to teacher-student confidentiality. Students must be informed that if they disclose personal information indicating they are at risk of harm to themselves or others, this information cannot be kept wholly confidential: the educator may be required to contact other officials or professionals.

**When talking with students about personal matters, make it clear that there are limitations to confidentiality. Depending on what the student tells you, you may need to report it to the Children's Aid Society or the school principal. The principal may be required to call the student's parents or involve the police.**

(Source: PPM 145 - Progressive Discipline and Promoting Positive Student Behaviour)

The Child and Family Services Act states that, if educators have reasonable grounds to suspect that a child is or may be in need of protection, they must promptly report the suspicion and the information upon which it is based to a Children's Aid Society (Ontario Ministry of Children and Youth Services, 2013). If this situation arises, educators should seek support from their administrator to fulfil their duty to report.

## Examining Bias

**“Neutral perspectives on a situation are rare and ... everyone’s perspective is coloured by their context, beliefs and background.” (Ministry of Children and Youth Services, 2012)**

Before teaching students about healthy living topics, educators need to reflect on their own assumptions, prejudices, stereotypes, and biases, in order to create a safe and inclusive learning environment. Educators must carefully consider both the ways their perspectives are articulated to their students and the ways they respond to the ideas of others. When addressing healthy living topics, educators must be able to ensure that all learners feel supported in a stable, nonjudgmental learning environment where they are free to learn about and explore their own personal beliefs as well as the personal and social views of others (Ontario Ministry of Education, 2013).

An effective way for educators to identify personal bias is through personal reflection. This process allows a person to identify their feelings, ideas, values, and possible reactions towards healthy living subject matter. Once a person has identified these things, they need to consider which are private and personal, and which are appropriate to share with students.

**To examine their personal beliefs and identify potential bias they may hold about their students, educators can ask themselves the following reflective questions:**

<ul style="list-style-type: none"> <li>• What personal biases shape my emotional reaction to the content?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I address the curriculum expectations if aspects of it challenge my personal beliefs?</li> </ul>
<ul style="list-style-type: none"> <li>• What steps will I take to support my students so that my personal biases and beliefs will not interfere with my ability to respond professionally to their questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I consider and respect the diverse values, experiences, backgrounds, and identities of my students?</li> </ul>
<ul style="list-style-type: none"> <li>• What assumptions do I make about learning and teaching about this topic? Do some of these assumptions come from my own biases?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the diversity of my students reflected in the scenarios, activities, and resources used in my classroom? (Ophea, 2015b)</li> </ul>

Engaging in personal reflection will benefit both educator and students. It will help the educator understand himself or herself as well as students’ needs, before exploring the learning with students. Educators are extremely important in their ability to help students develop living skills and access current and accurate information as they grow into confident, safe, and healthy adults.

## Suggestions for Instruction

A thorough examination of your personal bias also includes considering the ways your teaching strategies and instruction style could affect your students. Once we recognize that biases and perspectives are inherent in any topic, we can take steps to understand the values, assumptions, possible motives and underlying messages in what educators and students say in class. Below, you will find ideas to help you plan for class discussions regarding Healthy Living.

Planning for Discussions Regarding Healthy Living	
<ul style="list-style-type: none"> <li>• Reflect on, recognize, and identify your own biases, prejudices, stereotypes and capacity for discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Create clear and consistent classroom norms.</li> </ul>
<ul style="list-style-type: none"> <li>• Guide interactive discussions rather than using direct instruction or lectures.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that group discussions respect, protect, and promote the sharing of individual views. Tell your students that diverse views are expected and encouraged.</li> </ul>
<ul style="list-style-type: none"> <li>• Reinforce that classrooms are not platforms for any one individual to dominate with one perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Think carefully about sharing personal information or views. Educators' opinions carry great weight with learners.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize and respond effectively to biases, prejudices, stereotypes, and discrimination that are evident in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Model appropriate behaviour for students to follow, providing them with opportunities to respectfully participate in discussion that promotes the development and growth of understanding.</li> </ul>
<ul style="list-style-type: none"> <li>• Teach students to think about their responses before offering them. This teaches them to avoid acting on impulse or responding emotionally, actions that may exclude those around them and create barriers to discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan how you will manage conflicting opinions in the course of classroom discussions. Students' thoughts and values must be respected regardless of ancestry, culture, race, ethnicity, body size, sex, gender identity, sexual orientation, physical or intellectual ability, socio-economic status, religion, or spiritual beliefs.</li> </ul>
<ul style="list-style-type: none"> <li>• Use different strategies and groupings for instruction depending on the particular needs of your students. Be sure strategies and groupings are conducive to this learning about healthy living. Consider using small groups, groups separated by gender, and co-educational groupings.</li> </ul>	

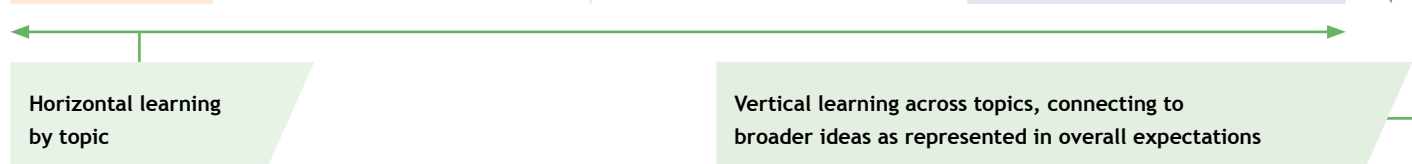
Not only do educators need to create an inclusive environment and examine their biases, they also need to adopt a holistic and integrated approach to support students in developing the health literacy required to navigate a twenty-first century world. The following section provides a summary of this approach for use when planning and delivering a quality H&PE program.



The 2015 H&PE curriculum provides educators with an opportunity to integrate multiple aspects of healthy living and well-being by clustering expectations to connect with the skills students need for good overall health. As a result, the approach to learning becomes *skill based* rather than *content based*.

The focus of the learning in the healthy living strand - helping students understand health concepts, make healthy choices, and make connections for healthy living - is described in the overall expectations. The *specific* expectations are organized around these three *overall* expectations, and this learning is grouped into four *content areas* - Healthy Eating; Personal Safety and Injury Prevention; Substance Use, Addictions, and Related Behaviours; and Human Development and Sexual Health. Elements regarding mental health and emotional well-being are part of learning in all content areas and across the whole curriculum.

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 us [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]	



(Ontario Ministry of Education, 2015)

The 2015 H&PE curriculum presents health concepts in a holistic way. Students are encouraged to consider the ways their health and well-being are interconnected with physical, cognitive, emotional, spiritual, and social elements of their lives. They are also reminded that making healthy choices and living an active life can prevent many health issues and illnesses including chronic diseases (Ontario Ministry of Education, 2015).

Learning in this strand is organized by overall expectations. The emphasis is on having students understand health topics so they can apply that knowledge to make informed choices about their own healthy growth and development. They are also guided to recognize the connections between their personal health, the health of others, and the social, environmental, and other health-influencing factors in the world around them (Ontario Ministry of Education, 2015). Educators have an opportunity to organize student learning in new ways: Instead of planning lessons specific to one health topic, they can use a “vertical” learning approach in which the overall expectations are the central organizing element to which specific health content is linked (Ontario Ministry of Education, 2015). Even if an educator chooses to organize instruction based on one health topic at a time, the focus of the learning should always be on the overall expectations: Healthy Living and Living Skills.

The Healthy Living strand helps secondary students understand the factors that contribute to their health and also encourages them to take responsibility for their lifelong health. It helps them learn to recognize the consequences of decisions they make related to their health on others and their community as well as the affect of others and their community on themselves. While their learning is focused on health knowledge, the higher-level thinking connected to the application of skills is emphasized even more. To acquire health literacy, students need to practice many skills, including effective communication, limiting risk, and building protective factors as well as self-awareness, adaptive, management and coping, social, and critical-thinking skills. Other skills are addressed in this strand, such as setting goals that are directly related to their personal health and well-being, and learning how to establish, develop, nurture, and maintain healthy relationships. Practising all of these skills will, in turn, increase students’ resilience as they confront challenges throughout their lives.

## Mental Health

Mental health is a key element of the well-being of all students and their families. Misunderstandings associated with mental health and mental illness, as well as the stigma associated with them, can have profound and lasting impacts on students who are affected by mental health issues. By discussing and learning about mental health, mental illness, and associated stigmas as well as dispelling the myths associated with these, students will be better enabled to manage their own mental health, seek assistance, and understand the issues affecting the mental health of other people in their lives (Ontario Ministry of Education, 2015).

Mental health affects all components of a student's development, so it appears throughout the 2015 H&PE curriculum, thus providing a strong foundation for students to develop skills to support mental health. While the most direct learning about mental health is found within the Healthy Living strand, there are additional opportunities for students to learn skills for maintaining mental health and well-being in the other strands of the 2015 H&PE curriculum.

Educators can plan instructional strategies that focus on promoting and maintaining mental health while also building an understanding of mental illness and reducing stigma associated with it. Students learn self-awareness skills and techniques that allow them to monitor, manage, and cope with life's stressors by participating in planned activities that support: the development of resiliency; focus on promoting and maintaining mental health, building an understanding of mental illness, and reducing stigma and stereotypes; learning in a supportive environment (EduGAINS, 2015); developing critical-thinking skills; and effectively communicating with others.

Positive mental health and emotional well-being are closely related to the development of psychological and emotional resilience. Resilience is enhanced by healthy, active living, but also depends on individual characteristics, family circumstances, community factors, and environmental factors. When people are resilient, they can more easily recover from challenges and change: they can function well in response to a major life event and then move forward. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate services.

Behaviours that promote mental health are not always correlated with the prevention of mental illness, as mental illness can also have a biological component. However, learning about mental health and emotional well-being helps students understand and manage risks as well as learn about protective factors that are within their control. As a result, they will be better able to build and maintain positive mental health.

Additional information regarding mental health promotion and understanding may be found in the front matter of *Ontario Curriculum, Grades 9 to 12, Health and Physical Education* (Ontario Ministry of Education, 2015).

### Theory into Practice

Use an Exit Pass to consolidate learning and help students make explicit connections between participation in physical activity and developing positive, supportive relationships and mental health.

### Theory into Practice

Consider having students work in small groups to define resiliency and create a T-chart identifying both protective and risk factors.

## Healthy Eating (Ophea, 2015b)

The Healthy Eating component of the Healthy Living strand equips students with the knowledge and skills they need to make the healthiest eating choices possible. Students learn to examine their food choices and eating patterns. They are given opportunities to think through decisions and set appropriate goals, while working within the parameters they can control.

The learning in this topic area emphasizes the importance of student involvement in preparing and choosing meals and snacks. The objective is to encourage students to make connections between what they learn in the classroom and their lives. In doing so, they can develop a sense of personal responsibility for making healthy food decisions.

Educators need to consider issues such as poverty, disordered eating, cultural practices, and food allergies when approaching teaching about healthy eating with sensitivity.

### **Poverty**

While teaching about personal responsibility, educators must remember that students have variable amounts of control over the food they eat at home and bring to school. Both the kinds of food and the amounts available at home will dictate how a student eats. In particular, students who live in poverty may have very little control over their eating habits, and they may not be able to eat healthy foods, or even sufficient amounts of food, every day.

### **Body Image/Disordered Eating**

Sensitivity regarding weight, body shape, and personal beliefs regarding “what is healthy” also affect students’ eating choices. Using a flexible and balanced approach to food guidelines can reduce potential triggers with respect to students’ body image and eating concerns. The key message students should receive is that healthy eating and regular physical activity are essential requirements for maintaining good health over the course of their lives.

### **Cultural Considerations**

When teaching about healthy eating, it is essential for educators to use sensitivity and good judgement. Students, like all people, have complex relationships with food. In every culture, food is eaten for many reasons other than hunger. It can provide comfort and security. It can be a symbol of hospitality or social status. It can hold religious or cultural significance. Culture influences what and how we eat, as well as how we prepare and serve our food. So just as some students avoid foods due to allergies, others may not eat foods from all four food groups because of family, cultural, or religious reasons.

Educators should pay careful consideration to the ways they talk about food and nutrition with students. They should avoid implying that one value system or food practice is superior to another, and ensure that no foods, food groups, or eating practices are criticized. Educators must also avoid making assumptions about students based on their country of origin, culture, or religion. On the contrary, they need to create an inclusive classroom environment by recognizing and celebrating both the possible variety of foods consumed by their students, the diversity of experience any given students may have, and the multitude of ways those foods can be enjoyed.

### **Allergies**

If students have serious or even life-threatening allergies to any food, their eating experiences can be significantly different since many foods that are considered healthy choices (e.g., milk, eggs, nuts, or fish) can trigger an allergic response in some people. Therefore, educators should reassure students that they can still have healthy eating habits even if allergies prevent them from eating certain foods. Educators may accomplish this by emphasizing that the vitamins and nutrients found in certain foods are also present in many others. Educators can also use Canada’s Food Guide to help students find alternatives within the applicable food group.

### **Theory into Practice**

Consider having students write a blog post describing how foods are used in various cultures. Ask students to access Canada’s Food Guide to select food they most often consume. Use their personal selections to make healthy eating decisions based on food accessibility.

### **Theory into Practice**

Consider having students investigate various health conditions or diseases that require specific food choices or meal planning.

## Personal Safety and Injury Prevention

Learning about personal safety is intended to reduce injuries as well as equip youth with the skills to recognize, assess, and manage potentially dangerous situations. *Personal safety topics* focus on identifying, preventing, and resolving issues in areas such as bullying, harassment, and violence in relationships. The learning can be applied in both face-to-face situations and online environments. *Injury prevention topics* focus on safety in a variety of contexts (e.g., safe use of technology, road and fire safety, concussion prevention, identification, and management) and environments (e.g., home, school, work, and sports venues).

Violence, harassment, discrimination, and abuse can affect students in many different ways. Such actions can have long-lasting detrimental effects on students, regardless of whether they are experienced in a school, social, or home environment, directly or indirectly. Students need to be able to recognize many forms of violence, harassment, and abuse in order to develop the skills to appropriately and confidently respond when faced with such experiences.

Risk-taking is a natural and important part of maturation for youth. Having the confidence to take risks is essential to enjoying and achieving in both learning and life. However, students must be able to manage risk for themselves as well as others. To develop risk-management skills, students can engage in skill-building activities and thoughtful discussions about ways to avoid danger in real-life situations.

Learning about personal safety allows students to develop the skills necessary to both avoid dangerous situations and respond appropriately when their personal safety and well-being is threatened. Practicing self-awareness, self-advocacy, conflict resolution, anger-management, and decision-making skills as well as communication skills such as assertiveness, resistance, and refusal techniques will help students respond effectively to real-life situations. Additionally, this learning familiarizes students with the support available to them within their families, from school staff, and through community agencies.

### Theory into Practice

As a culminating activity, consider having students create a school-wide campaign that promotes healthy behaviours and actions to help reduce or respond to negative behaviours within peer groups, the school or the local community.

## Substance Use, Addictions, and Related Behaviours

As students move through the school system, they will undoubtedly be affected by issues related to substance abuse and addictions, whether through their own experiences or those of family members, peers, or friends. Given the numerous substances available in our society, from prescription drugs to alcohol to contraband drugs, it is important to continue conversations with students throughout the secondary grade levels.

Education can be critical in helping prevent substance abuse. Parents, caregivers, guardians, and educators all have key roles to play in educating students about substance use, misuse, and abuse. Alcohol and tobacco are the drugs most readily available to Ontario students, and smoking is the primary cause of preventable illnesses, disabilities, and premature deaths in Canada. The learning expectations related to substance use and abuse address these facts by outlining the effects of drugs—including prescription drugs, non-prescription drugs, illicit drugs, tobacco, and alcohol—and the consequences of using them. This knowledge is integrated with the development of a variety of living skills including adaptive skills (e.g., stress management) and communication skills (e.g., refusal techniques) that help students make and maintain healthy choices.

This content area also addresses compulsive behaviours (e.g., online gambling or excessive screen time) that can lead to addictions. It includes discussions of the relationships between the use of substances and mental health disorders such as anxiety, depression, and eating disorders. Students are introduced to strategies and support systems that can help them find healthy, substance-free alternatives for coping with stressful situations.

### Theory into Practice

Consider having students explore physical activities and other healthy strategies that can help them reduce stress and cope with difficult situations.

## Human Development and Sexual Health

Teaching about human development and sexual health helps students better understanding themselves as they mature and are faced with many important personal decisions. Good sexual health education requires more than simply teaching young people about the anatomy and physiology of reproduction (Beben, 2007). Sexual health includes a wide range of topics and concepts, from sexual development, reproductive health, choice and sexual readiness, personal safety, consent, abstinence, and protection to interpersonal relationships, sexual orientation, gender identity and gender expression, affection and pleasure, body image, and gender roles and expectations. Developing attitudes, beliefs, and values related to sexuality is a lifelong process.

### Theory into Practice

Ask students to consider how making plans about healthy eating, fitness and sexual health are connected.

While many of the topics included in this content area need to be approached with sensitivity because of their personal nature, it is important for educators to be prepared to offer support and understanding while speaking openly with students. As they physically mature, students also experience emotional, psychological, cognitive, and behavioural changes. It is important to facilitate dialogue with students in an age-appropriate and developmentally appropriate manner, positioning learning about human development and sexual health as a normal and natural part of learning about themselves and their bodies.

When approaching topics that deal with human development and sexual health, educators should be aware that students' emotional well-being, identity development, sexual orientation, and gender identity as well as their personal and family values will influence how receptive they are to new information. There may be a range of comfort levels among students when discussing topics such as safe sexual practices, pleasure, sexual identity, sexual orientation, and the role of intimacy in forming relationships. Students' experiences within their families significantly influence their feelings about topics within the content area of human development and sexual health. Some students may express embarrassment, avoidance, confusion, or shyness. Some families may not support addressing these topics at school. Some people may view content related to sexuality as private and inappropriate for public discussion.

In addition, some of the topics that may come up as a part of the learning (e.g., sexual orientation, HIV/AIDS, sexual pleasure) may generate strong opinions from students that may be shaped by their experiences and beliefs. In dealing with potentially discriminatory responses, no matter what their origin or motivation, it is important for educators to address and challenge students' biases in a constructive manner. A safe, inclusive, and accepting class and school environment can be a protective factor that may reduce the risk of negative health and social outcomes.

Understanding that some of these topics may elicit strong reactions makes it important for educators to provide students with opportunities to explore human development and sexual health topics using factual, trusted sources of information. It is important for students to be aware of the sources of information and consider what perspectives or biases might be present.

Another important consideration is that some students may turn to their teacher for support in times of crisis (e.g., unintended pregnancy, sexually transmitted infections including HIV/AIDS, sexual violence) or to support them while learning about components of sexual health that they may find confusing or difficult to understand (e.g., puberty, questions about sexual orientation or gender identity, sexual exploration, relationship issues). Educators may seek additional support as needed from their school administration or public health professionals.

## Teaching and Learning Strategies for Healthy Living

Educators should use a wide range of instructional approaches to enhance students' social, emotional, and cognitive learning. Skill-based health education can empower students and improve their resiliency by allowing students to learn, practise, and refine active listening, critical-thinking, problem-solving, conflict resolution, and refusal skills (Ophea, 2015a). When educators use effective instructional strategies to help students achieve the curriculum expectations and use appropriate methods to assess student learning, they are more likely to address every student's needs.

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### See, Hear, Feel, Act

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#### Description:

*See, Hear, Feel, Act* is a teaching strategy that encourages students to analyse how behaviours look, sound, and feel—and then imagine how they could react when faced with these behaviours.

#### Instructions:

1. Ask the students to brainstorm ideas about a particular behaviour (e.g., bullying, harassment, caring, kindness). Record their ideas on a piece of chart paper or an interactive whiteboard.
  - What does \_\_\_\_\_ sound like?
  - What does \_\_\_\_\_ look like?
  - What does \_\_\_\_\_ feel like?
2. Once students have provided some examples, ask them what *actions* they take if they encounter this behaviour. Record their answers.
3. Assign students to small groups. Give each group a scenario in which they encounter a given behaviour and ask them to think of ways they could respond to the situation. Consider asking students to practice their conflict resolution skills by preparing a short skit to illustrate their answer(s).

#### Important Considerations:

Some students may suggest handling situations in ways that are unsafe or disrespectful. Educators need to ensure that only *appropriate examples* (those supporting school/board policies) are presented to the class.

When students perform their skits, they may feel self-conscious. Students may feel vulnerable and concerned about their peers' responses. Monitor those responses and reinforce class expectations for respect and support for one another. Acting out skits in front of their peers should be voluntary.



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## T-Chart

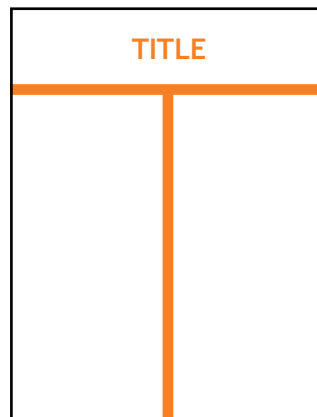
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**Description:**

The *T-Chart* teaching strategy is a simple graphic organizer. It is an effective way for students to compare and contrast two ideas.

**Instructions:**

1. Ask students to draw a T-Chart (See image for example).



2. Have students write down two opposing ideas, one for each column. The choices for headings on a T-Chart are virtually limitless. Consider using some of the following ideas: Pros versus Cons, Positive Consequences versus Negative Consequences, Fact versus Opinion, Similarities versus Differences, Wants versus Needs, or Looks Like versus Feels Like. T-Charts can be completed individually, in small groups, or as a class.
3. The information from T-Charts can be used in many ways. Students may submit “a decision” they made based on the thinking they captured in a T-Chart. They may write a reflective journal entry describing and explaining which side of the T-Chart contains more ideas they endorse.

**Important Considerations:** As a standard T-chart only supports two opposing ideas, some students may have difficulty with this rigid structure, since it offers no grey zone or middle ground. Because some ideas may fit in both sides, permit students to provide explanations to justify.

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## Exit Pass

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**Description:**

The *Exit Pass* teaching strategy can help students to process new concepts, reflect on what they have learned in class, and capture what they are thinking and/or how they are feeling.

**Instructions:**

1. Determine what key concept you would like students to contemplate.
2. A few minutes before the end of class, distribute Exit Passes and ask students to respond to a prompt related to your key concept. If possible, have the prompt printed on the Exit Pass, sticky note, or write it somewhere visible to all students.
3. Collect Exit Passes as students leave the classroom.
4. Review the responses to determine how you might plan instruction for the next class in order to best meet the needs of your students.

**Important Considerations:** Exit Passes are designed for use as students are leaving a class. Be sure to leave sufficient time for students to engage in self-reflection and critical thinking as they fill out their Exit Passes.

An Exit Pass is also a useful tool in informal assessment, as it provides a rapid measure of students’ understanding of a concept and allows educators to adapt and differentiate both their planning and instruction.

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## Think-Pair-Share

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**Description:**

*Think-Pair-Share* is a collaborative teaching strategy that enables students to work together to solve a problem or answer a question. It requires students to think about a topic individually before sharing ideas with a partner and then their classmates.

**Instructions:**

1. Explain to students that they will first *think individually* about a topic or answer to a question. Next they will work with a partner and discuss their answers. Finally, they share ideas with the rest of the class.
2. **Think:** Students think individually. Ask students a relevant critical-thinking question related to the health concept about which they are learning. Ask them to think about what they know or have learned about the concept for a given amount of time (usually 1 to 3 minutes).
3. **Pair:** Each student works with a partner. Educators may choose to assign pairs or let students pick their own partner. Students share their thinking with their partner and discuss ideas (usually 2 to 5 minutes).
4. **Share:** All students share in class discussion. Once partners share their thoughts, ask each pair to choose who will present their collective ideas with the rest of the class. Pairs may reconvene to talk about if or how their thinking has changed after the class discussion.

**Important Considerations:**

Think-Pair-Share helps students develop conceptual understanding of a topic or concept, develop the ability to evaluate information, consider other points of view, and draw conclusions.

This strategy promotes classroom participation, as it provides an opportunity for all students to share their thinking with at least one peer. This process may focus their attention as well as increase their comprehension of and connection to the learning material.

Think-Pair-Share can be used as an informal assessment tool. As students discuss their ideas, the educator may listen to them while circulating through the classroom.

If students work in pairs, they should be paired with sensitivity to each learner's needs. For example, educators may pair students with respect to their language, reading, and attention skills.

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## Four Corners

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**Description:**

The *Four Corners* strategy allows students to explore different influences in their lives (e.g., friends, family, etc.) and consider how each might affect both their feelings and behaviours.

**Instructions**

1. Tell students they are going to identify influences that can affect their decision-making process when it comes to a particular health issue.
2. Label four corners or areas of the activity space using the following or other relevant influencing factors: Home/Family, School, Advertising/Media, and Friends/Peers. Post chart paper and place markers in each of the four corners or areas.
3. Ask students to choose one corner of the classroom and brainstorm the ways the influencing factor listed on the chart paper may influence someone's decision making about the health topic. Instruct them to record their answers.
4. In a large-group discussion, have students share their findings. Ask them what influences have the most impact on their decisions.

**Important Considerations:**

Educators need to recognize that students have a range of personal influences in their lives that will impact their decision-making process.

It is important for educators to be non-judgemental and avoid labelling, laying blame, or portraying influences in a negative manner. (E.g., "Your parent smoking is a bad influence on your health.")

Students are being asked to share their thoughts in a public way. Remind students that they have the right to pass and may choose to listen if they are not comfortable sharing with the group.

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## Take a Stance

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**Description:**

*Take A Stance* helps students develop their analysis and evaluation skills. It also allows them to identify their personal views related to topics that can be challenging to discuss. The educator reads a statement aloud and students consider how they feel about it. Students respond to the statement by placing themselves along a line across the classroom that represents a continuum from “strongly agree” to “strongly disagree”. Students discuss the reasons for their position on the line. After discussion, students are given the opportunity to move along the line if their perspectives have shifted.

**Instructions:**

1. Identify a space in the classroom where students can order themselves so they create either a line or a U-shape.
2. Place signs reading “Strongly Agree” and “Strongly Disagree” at the opposite ends of this continuum.
3. Read students a prompt that calls for agreement or disagreement with a particular statement.
4. Ask students to stand in a spot on the line that they feel best represents their point of view. Remind them that standing on either end represents absolute agreement or disagreement. Students may stand anywhere in between the two extremes, according to how much they agree or disagree with the statement.
5. Ask students to explain *why* they have chosen their particular places to stand. Encourage them to refer to examples or evidence when defending their stance. While listening to students’ responses, consider alternating from one end to the middle to the other end, rather than allowing too many voices from one stance to dominate. After a few viewpoints are shared, remind students that they may then move to a new spot if the arguments presented have altered their opinions. Continue the activity until most or all voices have been heard.

**Important Considerations:**

This teaching strategy is especially useful when addressing issues that students have a wide range of opinions about.

Engaging in a barometer activity, such as this one, can be a useful pre-writing exercise for an essay assignment because it introduces students to many arguments.

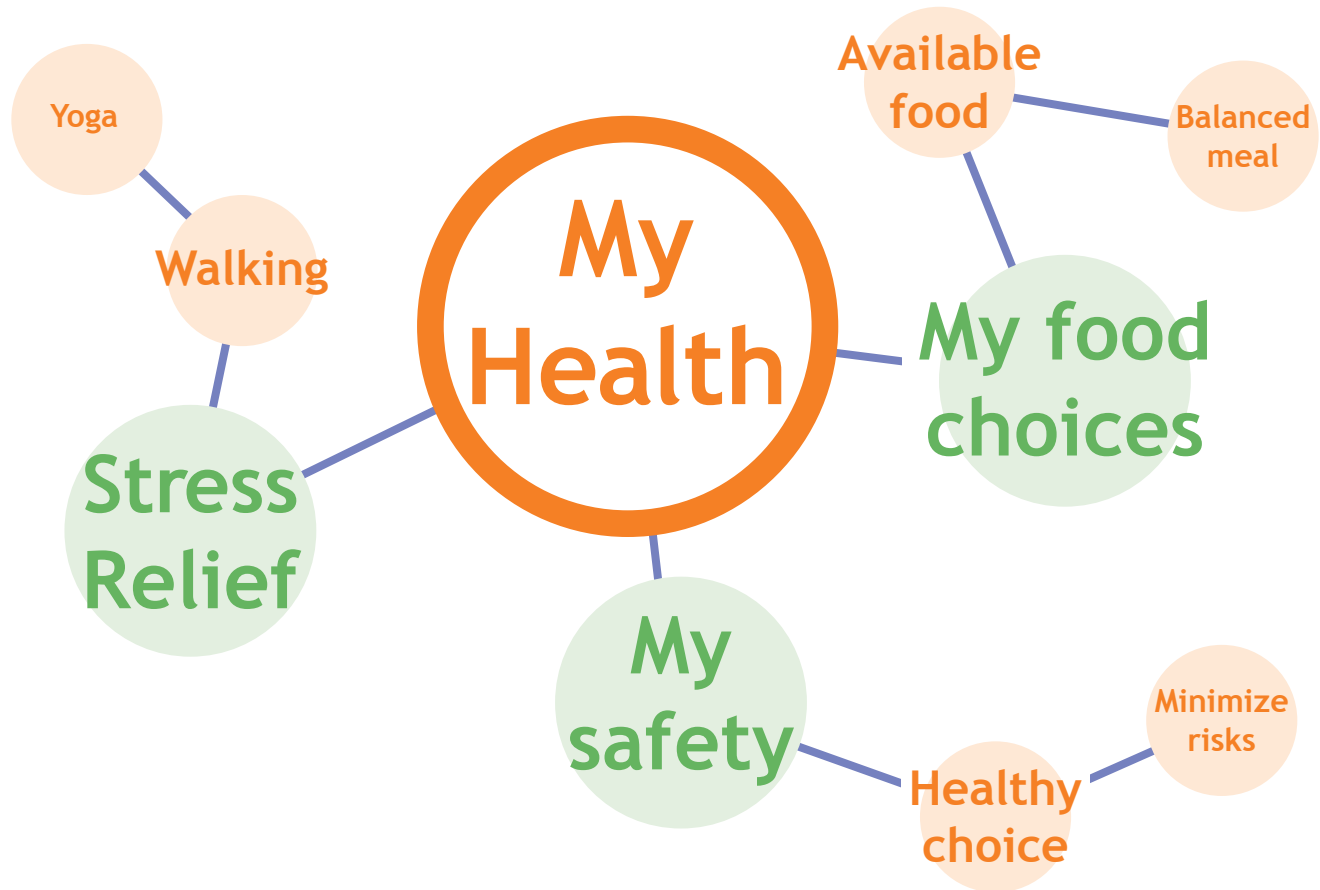
Since this activity asks students to put their opinions “on the line”, educators must be sensitive when using it. Ensure the topic being discussed is appropriate and not inflammatory or provocative. Reiterate your classroom rules about respecting the opinions of others. While students should be encouraged to be honest, they must simultaneously avoid insulting others. Suggest that students offer opinions or the defense of their stance by using “I statements” (e.g., “I feel that...” “I believe that...” “I experienced that...”).

Consider creating a space for students to stand in if they are undecided or unsure about a topic. If you feel the activity requires debriefing, you could ask students to write a personal journal reflection describing how the activity changed or reinforced their original opinion. Alternatively, you could work as a large group to chart the main arguments shared.

## Concept Map

### Description:

A *Concept Map* is a visual organizer used to help students understand a new topic. It is an arrangement of key words and concepts related to a given topic. In the centre of a concept map, at least one fundamental idea is listed. To demonstrate relationships between concepts, students draw lines to connect words and subtopics both to the central idea and to each other. Using a graphic organizer helps students think about a given concept in several different ways, thus increasing comprehension.



### Instructions:

1. Divide students into pairs or small groups and give a list of key words to each.
2. Have students organize their words on a piece of paper or cardboard.
3. Direct students to discuss how the concepts are connected to one another and where the words should appear on the map.
4. Ask students to draw lines or arrows between the words and be prepared to justify their organization.

### Important Considerations:

Concept maps help students make connections between new information and existing knowledge. They can be used to introduce a topic and find out what students already know about it, to gauge understanding as learning progresses, or to review ideas at the end of a unit. Through discussion related to their concept maps, students categorize and consider relationships between ideas and increase their vocabulary.

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## Inside and Outside Circles

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**Description:**

In *Inside and Outside Circles*, students face each other in two concentric circles and respond to teacher prompts. This strategy encourages students to share their perspectives and assess learning with many peers.

**Instructions:**

1. Split the class by asking half of the students to form the inside circle and half to form the outside circle.
2. Write a question or statement on the board. Give students a minute to think of an answer on their own.
3. Ask students in the inside circle to share their response with the classmate facing them in the outside circle. After a set time, have students reverse roles, so each student in the outside circle shares their response with the student who just spoke.
4. Instruct all students in the outside circle to move one spot to the right and discuss the same question with their new partners. The educator may consider giving the new partners a different discussion point.
5. Repeat steps 3 and 4.

**Important Considerations:**

The Inside and Outside Circles strategy is a kinaesthetic learning activity (i.e., learning takes place while students carry out a physical activity) that facilitates short exchanges between students and engages all learners simultaneously. It also gives students the opportunity to engage with peers with whom they rarely work. Remind students to be considerate of expected norms and to listen without judging.

Spread out the circle as much as possible to minimize noise so it is easier for students to focus on the conversation they are having.

## Dotmocracy

*Dotmocracy* is a teaching strategy that allows educators and students to gain an understanding of opinions or ideas in a quick, visual way. It can also be used as a voting technique.

### Instructions:

1. Create any list of options. This could be a statement or a list of choices. For a statement, create a scale ranging from “Strongly Agree” to Strongly Disagree” (see *Figure 1* below). For a list of choices, create an activity in which the whole class can participate (see *Figure 2* below).
2. Post the options on a wall or a board. Distribute an equal number of sticker dots to each student. Tell them each dot represents a vote. Note: If stickers aren’t available, have students draw checkmarks or stars instead.
3. Ask students to vote by placing their dot beside their choice.
4. Facilitate a class discussion regarding the findings or results.

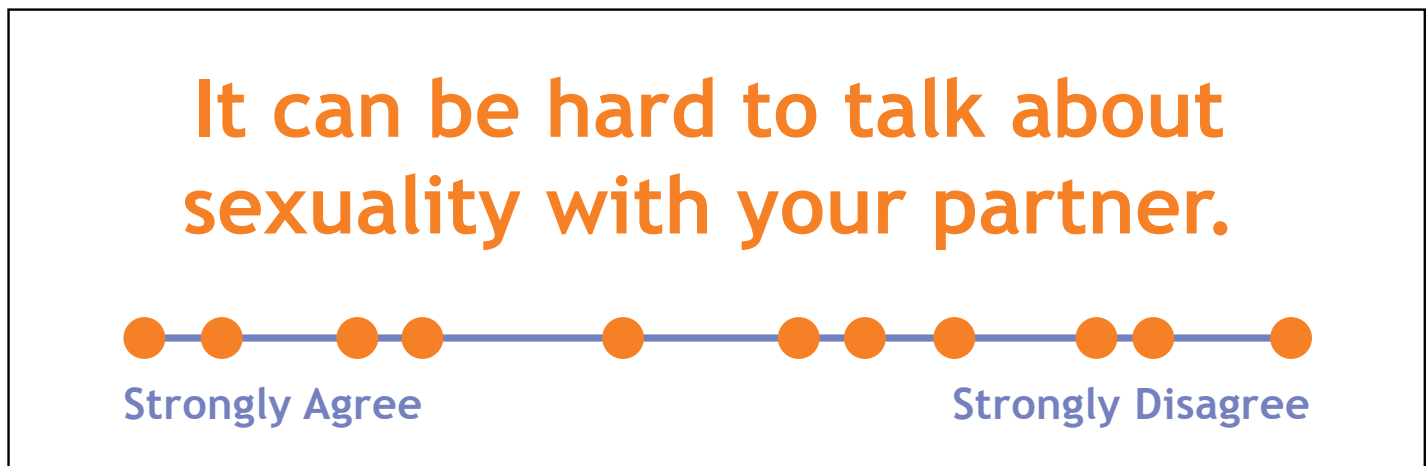


Figure 1



Figure 2

### Important Considerations:

Dotmocracy is an excellent way to get a snapshot of class opinion. Consider using it when you would like student input.

When using the Dotmocracy strategy, students can see the results of all votes cast. For this reason, use judgement in choosing topics and reinforce class norms for respectful behaviour when students are participating.

## K-W-L Charts (Ogle, 1986)

### Description:

A K-W-L (Know-Want-Learn) chart is a graphic organizer that helps students organize information before, during and after learning (e.g. an activity, a lesson or unit). A K-W-L Chart can be used to engage students in a new topic, activate prior knowledge, share objectives, or evaluate learning.

### Instructions:

1. Create a K-W-L chart with three columns. Include the following questions:

K	W	L
What do you <u>K</u> now about the topic?	What do you <u>W</u> ant to know?	What did you <u>L</u> earn?

2. Prior to learning, students respond to the “K” and “W” questions in columns 1 and 2. Answers can be recorded by students individually, in pairs or groups, or as a class. If students require it, consider listing the six questions of journalism—Who? What? Where? When? Why? How?—on the board as prompts.

#### K Column Suggestions

- Have questions ready to prompt students to brainstorm their ideas.
- Encourage students to explain their associations.

#### W Column Suggestions

- Ask an alternative question for generating ideas for the W column.
- For example, “*What do you think you will learn about this topic from this activity?*”
- Choose an idea from the K column and ask, “*What would you like to learn more about this idea?*”
- Come prepared with your own questions to add to the W column.

3. Have students complete the exercise, lesson, or unit.

4. Next, students record their learning in the L column. Students should try to answer their questions from the W column.

#### L Column Suggestions

- In addition to answering the W column questions, encourage students to write anything they found especially interesting in the L column.
- Since it is unlikely that all of the students’ questions in the W column will be answered, you could extend the K-W-L teaching strategy by asking students to consult other resources in order to answer their questions.

### Important Considerations:

The K-W-L charts that students create are valuable planning tools for educators. Educators will gain insight regarding the knowledge of the class and student interests, allowing them to tailor teaching accordingly.

The charts can also be referenced at the end of the unit so students can identify any misconceptions they may have held before beginning the unit and see the progression of their learning.



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## Ponder It, Post It

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**Description:**

*Ponder It, Post It* encourages students to think about a topic and record their responses individually before sharing their ideas with their classmates.

**Instructions:**

1. Explain to students that they will *think individually* about a topic or answer to a question and write their response on a sticky note. Then they will be asked to post their response in a designated location, such as on a wall or chart paper.
2. **Ponder It:** Ask students a relevant critical-thinking question related to the health concept about which they are learning. Ask them to think about their response or perspective about the question for a given amount of time (usually 1 to 3 minutes).
3. **Post It:** Ask students to write down their responses on a sticky note and then post their responses in a designated place such as on a sheet of chart paper placed by the classroom door or one designated for their group.
4. Students may then consolidate the responses in small groups (usually 2 to 5 minutes), or the educator may use the responses to assess student learning.

**Important Considerations:**

Ponder It, Post It helps students think about their perspective, consider other points of view, and share their ideas in a format other than a whole-class or small-group discussion.

This strategy promotes classroom participation, as it provides an opportunity for all students to share their thinking in a less public forum as well as increase their comprehension of and connection to the material.

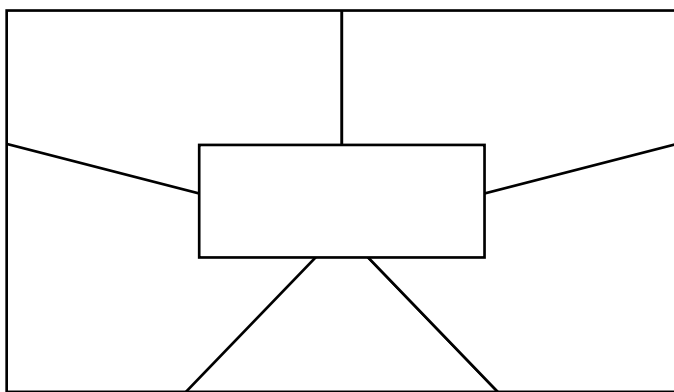
## Placemat (The Critical Thinking Consortium, 2014)

### Description:

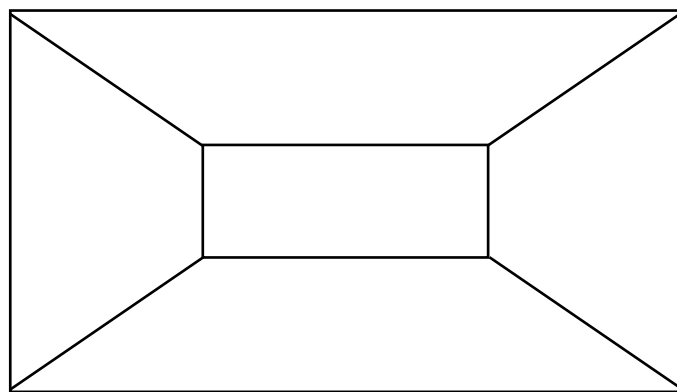
The *Placemat* teaching strategy provides an opportunity for each student to record individual ideas while also working in a small group. It can be used to brainstorm ideas, record researched information, or analyse resources. Individual responses are shared with the group. After students share and discuss ideas, the group records agreed-upon responses in the centre of the Placemat.

### Instructions:

1. Divide the class into groups of four to five students.
2. Provide each group with one large sheet of paper—the placemat—and a marker for each group member.
3. Instruct each group to divide the placemat into five sections, with a central area and the same number of separate areas around the centre as there are members in the group.



Placemat for a five-member group



Placemat for a four-member group

4. Instruct each student to claim a space along the edge of the placemat as their own.
5. Ask students to record their ideas in their personal section first, without discussing them with group members.
6. After individual ideas are recorded, provide sufficient time for each student in the group to share his or her recorded responses with the group *without discussion or debate* from the other students.
7. Tell the groups to collectively choose the five most important/significant responses. Record them in the centre of the placemat. If pertinent, consider having the groups rank the top five responses in order of importance.

### Important Considerations:

Since this activity requires consensus building, as you introduce it to students remind them to respect each other's ideas and values so everyone will be comfortable offering their thoughts during the activity. Students should be mindful that no one person does dominates the conversation. This way, the answers in the centre of the placemat truly represent the group's collective findings.

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## Word Wall (Education World, 2015)

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**Description:**

A *Word Wall* is a collection of words displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. It serves as an ongoing, organized display of key words that provides visual reference for students throughout a unit of study. Over the course of a unit, the number of words on the word wall should increase as students become more familiar with subject-specific terminology and concepts. A word wall should be referenced regularly by both educator and students.

**Instructions:**

1. Find a suitable spot in the classroom to create the word wall such that all students are able to reference it. Write words in large black or dark-coloured letters. The more creative you can be with the design of the word wall, the more engaging it will likely be for students.
2. Write the words that students will likely encounter frequently, those that are most relevant to the topic, and those generally understood by students first. Consider adding curriculum-related vocabulary early on as well. Words can be organized alphabetically, by topic, or by theme.
3. Over time, add more words to the word wall. Some will be words you have predetermined are important to student learning, and others may be words that arose spontaneously through student discussion. Whenever possible, work together with students to determine which words should be included on the word wall.
4. Reference the words regularly so students understand their relevance in relation to the larger ideas being taught.
5. At the end of the unit, review all words and draw attention to important connections between them.

**Important Considerations**

Not only can word walls increase students' reading, spelling and vocabulary skills, they can also help students remember connections between words and concepts.

Word walls provide visual cues and are therefore especially helpful to students learning English as a second language.

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**Graffiti (Instructional Strategies for Teachers, 2012)**

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**Description:**

The *Graffiti* teaching strategy is a group brainstorming activity that can enhance students' thinking skills, promote their writing skills, and stimulate class participation. It allows all students to consider a few important questions related to the given learning in the Healthy Living strand.

Educators provide questions related to same topic. They record one question per sheet of paper. Students work in small groups, with the number of groups being equal to the number of question sheets.

**Instructions:**

1. Create a list of five pertinent questions regarding a particular issue or topic. Write each question on the top of a separate sheet of chart paper. Divide students into five groups accordingly.
2. Distribute the chart paper and different coloured markers to each group. (For example, Group 1 receives blue markers, Group 2 receives red markers, etc.) The different marker colours allow the educator to assess each group's specific contribution to the whole activity.
3. Tell the students they will have 3 to 5 minutes to answer each question. All group members write "graffiti"—words, phrases, diagrams, etc.—regarding their first question.
4. Once the time is up, ask groups to pass their graffiti sheet to the next group.
5. When groups receive their new graffiti sheet, ask them to first read what has already been written or drawn on the sheet, and then add new information.
6. Continue this process until each group's original sheet has been returned to them.
7. Instruct groups to read all of the contributing comments, discuss, them, and summarize them.
8. Asking each group to prepare a brief presentation to the class. Explain to students what information should be shared during the presentation and how it will be evaluated.

**Important Considerations:**

Group work provides students with the opportunity to learn about diverse perspectives and practice their living skills. However, if the task will be used for evaluation purposes, each student's work within the group project should be evaluated independently and assigned an individual mark, as opposed to being assigned a common group mark (Ontario Ministry of Education, 2010). Consider conferencing with students throughout the activity or culminate the task with an opportunity for students to demonstrate their personal knowledge of the topic.

## Grade 9 Healthy Living: Sample Unit Overview

This Guide to Teaching Healthy Living is written to help secondary educators as they implement *The Ontario Curriculum, Grades 9 to 12, Health and Physical Education*.

Facilitating learning focused on the overall expectations and making connections helps make learning relevant for students. This Guide includes *sample unit overviews* illustrating how educators may organize the learning, drawing on *concepts* from different content areas to help students make connections to various aspects of their well-being. **These sample unit overviews are meant to guide educators' thinking when they create their own unit plans to teach Healthy Living in accordance with the 2015 H&PE curriculum expectations. They are not meant to be fully developed, comprehensive units.**

This sample unit overview models a “vertical learning” approach in which learning is organized around the overall expectations Understanding Health Concepts, Making Healthy Choices, and Making Connections to Healthy Living, with specific health content linked to them. This approach helps demonstrate how students make connections between various aspects of their well-being, with respect to the content areas of Personal Safety and Injury Prevention, Substance Use, Addictions and Related Behaviours, and Human Development and Sexual Health. This sample unit overview also highlights how educators can provide students with the opportunity to practice personal and interpersonal skills and to think critically about the choices they make as they respond to the world around them.

TITLE OF UNIT	Factors That Influence my Well-Being	GRADE LEVEL	9
<b>Overall Expectations/Specific Expectations</b>			
<p><b>Overall Expectation:</b> By the end of the course students will:</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Specific Expectations:</b> By the end of the course students will:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>			

**Overall Expectations/Specific Expectations (cont.)**

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.

**Overall Expectation:**

By the end of the course students will:

C1. demonstrate an understanding of factors that contribute to healthy development. (Understanding Health Concepts)

**Specific Expectations:**

By the end of this course students will:

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]

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]

**Overall Expectation:**

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. (Making Healthy Choices)

**Specific Expectation:**

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]

**Overall Expectation:**

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. (Making Connections to Healthy Living)

**Specific Expectation:**

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]

### Sample Learning Goals

Learning goals are derived from the curriculum expectations, are written in student-friendly language, and describe what students should know and be able to do by the end of the unit. They are deconstructed with students at the beginning of the learning.

I am learning:

- to use my personal skills to understand factors that affect my health and develop the skills I need to be healthy. [1.1, 1.2, C1.3, C2.2, C3.3]
- to use my interpersonal skills to build healthy relationships and respond to bullying and harassment. [1.3, 1.4, C3.3]
- to use critical-thinking skills to process information and draw conclusions about factors that may affect my safety and well-being. [1.5, C1.3, C2.2, C3.3]
- to understand both the benefits and risks of electronic communication technology. [1.3, 1.5, C1.2]
- to apply strategies to stay safe while using technology. [1.1, 1.5, C1.2]
- to understand the factors that help me be resilient and affect the choices I make. [1.1, 1.2, 1.5, C1.3]
- to understand the factors that might compromise my ability to cope with challenges. [1.1, 1.2, 1.5, C1.3]
- to understand the skills and strategies I need to build healthy relationships. [1.1, 1.3, 1.4, 1.5 C2.2]
- to describe skills and strategies that can be used to prevent or respond to bullying and harassment. [1.2, 1.3, 1.5, C3.3]

### Possible “Big” Questions

Big questions, written in student-friendly language and derived from the learning goals, are the essential questions students will be able to answer by the end of the unit of learning.

1. What are some ways that technology benefits me? [1.1, 1.3, 1.5, C1.2]
2. How can technology be harmful to me, and what do I need to be aware of when I am communicating online? [1.1, 1.3, 1.5, C1.2]
3. How can I keep myself safe when I am communicating in an online environment? [1.1, 1.5, C1.2]
4. What factors influence my sense of self? [1.1, C1.3]
5. What factors in my life help me to be resilient when I am faced with challenges? [1.1, 1.2, 1.5, C1.3]
6. What factors in my life might compromise my ability to cope with challenges, and how can I reduce the impact of those factors? [1.1, 1.2, 1.5, C1.3]
7. What skills and strategies do I need to make sure I can build healthy relationships? [1.1, 1.3, 1.4, C2.2]
8. What skills and strategies can I use to respond to bullying and harassment if it happens to me or to others around me? [1.2, 1.3, 1.5, C3.3]

### Sample End of Unit Performance Task (Assessment of Learning)

**Performance Task Description:** Students create an advocacy message promoting healthy choices in the school community.

#### Youth Advocacy Project: Healthy Choices, Healthy Community

Students work individually to complete this task.

Students assume the role of a member of a school committee known as YAP (Youth Advocacy Project), made up of a diverse group of grade 9 students. The purpose of YAP is to focus on youth health and well-being. The goal of YAP is to encourage youth to think about how the choices they make and the factors in their lives can affect their own well-being and that of their peers. In keeping with its goals, the committee focuses on increasing youth awareness about technology, factors that protect youth from risks, factors that may put them at risk, and the importance of relationship skills in supporting their health and well-being and the well-being of others. As part of YAP, students devise a message for their peers that provides them with information about:

- keeping themselves safe when using technology
- protective factors and how to build them
- potential risk factors and how to manage them
- the importance of building relationship skills
- strategies that youth can use to develop relationship skills
- how to use all of this information to make healthy choices
- why and how to respond to bullying and harassment
- why and how to advocate for the safety and well-being of others.

Students choose the format for their YAP message, which can be a speech, social media message, YouTube video, article for the school website, PSA (Public Service Announcement), e-flyer, or e-pamphlet. Students work as though their product will be published as part of the school's focus on a safe and inclusive space for all, so the YAP message they develop must include that focus.

### Teaching/Learning Strategies and Opportunities for Assessment

The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes. each. The educator determines the length of time based on student needs.	Opportunities for Assessment
	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Students can explain how active living and healthy eating contribute to their physical health and mental, emotional, and spiritual well-being, and describe the benefits of a holistic approach to their health.</li> <li>• Students can apply their knowledge of basic nutrition principles and healthy eating practices to develop a healthy eating plan.</li> <li>• Students can describe social factors that may influence substance use or behaviours leading to addictions, and explain how decision making and communication skills can be used to respond to these influences.</li> </ul>	



The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes. each. The educator determines the length of time based on student needs.	Opportunities for Assessment
<p>I am recalling what I have learned about bullying and harassment and skills I have to deal with bullying and harassment. [1.1, 1.5, C2.2, C3.3]</p>	<p><b>Assessing Prior Learning/Minds On:</b> Using the See, Hear, Feel and Act strategy, have students think about both their face-to-face environment and the online environment in which they communicate with others. On chart paper or in a shared e-document, ask students to record their responses to the following questions. (Students may use words, pictures, or diagrams to convey their information.):</p> <ul style="list-style-type: none"> <li>• What do bullying and harassment look like?</li> <li>• What do bullying and harassment sound like?</li> <li>• What do bullying and harassment feel like?</li> <li>• What can you do to respond to bullying and harassment?</li> <li>• What advice would you give to others when they are being bullied or harassed?</li> <li>• What skills do you need to develop to deal with bullying and harassment if you are the target or if you see someone else being targeted? [PS]</li> </ul> <p>Introduce the learning goals and deconstruct them with students. Co-construct the success criteria with students.</p>	<p><b>Assessment for Learning:</b> Observe students using interpersonal and critical- and creative-thinking skills as they answer questions and articulate their answers.</p>
<p>I am learning to understand both the benefits and risks of electronic communication technology. [1.3, 1.5, C1.2]</p>	<p><b>Action:</b> Using a T-Chart strategy, students work in small groups to generate ideas about the benefits and risks of electronic communication technology. Groups create a T-chart (or as appropriate, provide one for them) labeling the left side of the chart “Benefits” and the right side of the chart “Risks”. [IS, CT] Using the T-chart, have students reflect upon the following: Teacher prompt: “Think about how you used technology each day to communicate and to gather information.” Groups record their responses to the following questions:</p> <ul style="list-style-type: none"> <li>• What are some of the ways that online communication and technology benefit you?</li> <li>• What are some of the risks that are associated with online communication and technology?</li> </ul>	

The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes. each. The educator determines the length of time based on student needs.	Opportunities for Assessment
<p>I am learning to use communication and critical-thinking skills to process information and draw conclusions about the safe use of technology. [1.3, 1.5, C1.2]</p> <p>I am learning to apply strategies to stay safe while using technology. [1.1,1.5, C1.2]</p>	<p>Have groups share their information with the class. As groups are sharing their information, ask the other groups to listen attentively for any information that is missing from their group chart. After all groups have shared their information, ask the groups to add any ideas that are missing from their own T-chart. [IS, CT]</p> <p>Facilitate a class discussion to ensure students have identified common risks (<i>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</i>).</p> <p>Next, groups create a box at the bottom of the T-chart labelled "Things to Be Aware of and Strategies to Stay Safe". Ask groups to record their responses to the following questions:</p> <ol style="list-style-type: none"> <li>1. Based on the ideas your group and the class generated, what are things you need to be aware of when using electronic communication technology to communicate or access information?</li> <li>2. What steps can you take to protect yourself and make sure you maintain your personal safety when using technology? [PS, CT]</li> </ol> <p>Using the Exit Pass strategy, have students individually answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What do you need to be more aware of when communicating online?</li> </ol>	<p><b>Assessment for Learning:</b> Review Exit Passes to assess for learning and next steps.</p>
<p>I am learning to understand the factors that help me be resilient and that affect the choices I make. [1.1, 1.2, 1.5, C1.3]</p>	<p>As a class, generate a definition for the word "resiliency". Ask the class to generate examples of what resiliency looks like, sounds like, and feels like.</p> <p>Using the Think-Pair-Share strategy, have students reflect on why resiliency is important to a person's overall health and well-being. Students share their thoughts with a partner. Then volunteer pairs share their thinking with the class.</p>	

The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes. each. The educator determines the length of time based on student needs.	Opportunities for Assessment
<p>I am learning to understand the factors that might compromise my ability to cope with challenges. [1.1, 1.2, 1.5, C1.3]</p>	<p>Using the Four Corner strategy, post the following labels in four corners or areas of the activity area: Support; Communication Skills; Coping and Stress-management Skills; and Good Health. Divide students into four groups. Ask each group to move to one of the four Corners and brainstorm what that factor means and how it might influence a person's ability to cope with challenges. (e.g., What does this term mean to you? List some examples to illustrate your understanding of the term. What are the different sources of support a person may rely upon when faced with challenges? How do those supports help a person cope and continue to make healthy choices? How do communication, coping and stress management skills help an individual cope with challenges? How does being healthy help a person cope with challenges?) [IS, CT]</p> <p>When groups have completed their brainstorming, generate a class discussion about protective factors, risk factors, and how risk factors might compromise a person's resilience and lead to unhealthy choices. Use the following questions to guide the discussion:</p> <ul style="list-style-type: none"> <li>• What other factors might help a person to cope with challenges?</li> <li>• How might an absence of some of those factors in a person's life affect their ability to cope with challenges?</li> <li>• What are some other factors that might pose a risk to a person's ability to cope with challenges? (e.g., lack of resources, family history, genetics)</li> <li>• What are some unhealthy behaviours and choices a person might engage in when trying to forget about their problems or when trying to cope if they do not have support?</li> <li>• What are some of the risk factors that are beyond a person's control? (e.g., heredity)</li> <li>• What factors are within a person's control to strengthen? (e.g., coping skills, communication skills, problem-solving skills)</li> <li>• What are some of the ways that you can strengthen your resilience? (e.g., learn coping strategies such as positive self talk, build sources of support, find healthy leisure activities that help them relax)</li> <li>• How can you apply these same strategies to different situations in your life? (e.g., making healthy choices related to addictive behaviours such as limiting screen time)</li> </ul>	<p><b>Assessment for Learning:</b> Use the class discussion to determine possible gaps in student understanding.</p>

The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes. each. The educator determines the length of time based on student needs.	Opportunities for Assessment
<p>I am learning to understand the factors that might compromise my ability to cope with challenges. [1.1, 1.2, 1.5, C1.3]</p>	<p>Using a graphic organizer and their learning from the Four Corner activity and large group discussion, students complete a Personal Power Inventory. This is valuable in helping students understand how much control they have over building protective factors regardless of their individual life circumstances. It may also help them determine strategies to build their own resiliency. If possible, before students complete their inventory, show an inspirational video clip of a young person overcoming adversity to show how building protective factors helped them be resilient.</p> <p>Students complete their Personal Power Inventory by identifying:</p> <ul style="list-style-type: none"> <li>• two protective factors that help them be resilient to challenges and help them avoid unhealthy behaviours</li> <li>• one strategy they can use to build protective factors in their life and describe how this strategy can help them make healthy choices for their well-being (e.g., spend more time with friends who have the same interests)</li> <li>• one strategy they can use to cope with challenges and continue to build their resiliency and describe how that can help them build resiliency (e.g., get more sleep and eat as healthy as possible when they are feeling stressed and anxious to better cope). [PS, CT]</li> </ul>	
<p>I am learning to understand the skills and strategies I need to build healthy relationships. [1.1,1.3, 1.4, 1.5, C2.2]</p>	<p>Create or gather scenarios that illustrate different types of healthy and unhealthy relationships (e.g., peer, school and intimate relationships). Provide groups of students with a T-Chart and one of the scenarios. Using the T-chart strategy, students label one side “Behaviours Evident in a Healthy Relationship” and the other side “Behaviours Evident in an Unhealthy Relationship”. Students analyse the scenarios and identify common behaviours that are evident in the healthy relationships (e.g., honesty, respect, communication, shared decision making) and the common behaviours that are evident in the unhealthy relationships (e.g., unbalanced power and control, isolation, negative peer pressure, threats, unreasonable pressure, physical or verbal violence). Upon completion of their analysis, have groups think about other communication skills that are needed to build healthy social relationships that may not be evident in the scenarios (e.g., assertiveness skills, refusal skills, conflict resolution and problem solving skills), and have them add these skills to their group T-chart. Ask the groups to share their analysis with the class. [IS, CT]</p>	

The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes. each. The educator determines the length of time based on student needs.	Opportunities for Assessment
<p>I am learning to use my interpersonal skills to build healthy relationships. [1.3, 1.4, C2.2]</p>	<p>As a class, generate a list of strategies that young people can use to seek help if they are involved in an unhealthy relationship (e.g., talk to someone they trust, get help) and a list of strategies to build healthy relationships with their peers, with family, and in their intimate relationships (e.g., seek advice to clarify feelings about a relationship; learn to be confident in communicating your feelings; get to know yourself, your interests, and your goals; take time to figure out what you think and value; develop strategies to be true to your values). Ask students to record these strategies on the bottom of their group T-Charts. [CT]</p> <p>Assign each group one of the “unhealthy relationship” scenarios and have them rewrite or re-enact the scenario to illustrate how to use the strategies that they generated to help the person(s) involved in the unhealthy relationship (e.g., use assertiveness and refusal skills, get counselling support from a trusted adult).</p> <p>Have groups share the revised scenario with the class. [IS, CT]</p>	<p><b>Assessment for Learning:</b> Observe the revised scenarios to assess students’ understanding of the skills and strategies needed for healthy relationships.</p>

The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes. each. The educator determines the length of time based on student needs.	Opportunities for Assessment
<p>I am learning to describe skills and strategies that can be used to prevent or respond to bullying and harassment. [1.2, 1.3, 1.5, C3.3]</p>	<p><b>Consolidation:</b>            “I Will Take A Stand” – Public Advocacy            Provide students with a summary of the latest version of the Accepting Schools Act in Ontario. Explain that the act “requires all school boards to take preventive measures against bullying and support students who want to promote understanding for all.”  <a href="http://www.edu.gov.on.ca/eng/teachers/safeschools.html">http://www.edu.gov.on.ca/eng/teachers/safeschools.html</a></p> <p>Recall the “See, Hear, Feel, and Act” Minds On activity. Have the class generate a list of bullying and harassing behaviours that students may be subjected to at school, on their way to and from home, via social media and online, and between various social groups (e.g., homophobic comments, racial slurs, weight-based teasing and shaming, ostracism, inappropriate sexual comments and/or behaviours).</p> <p>Ask students how they might use the skills and strategies they generated previously to “Take a Stand” against bullying and harassing behaviour that might occur in their classes, in the school, in their community, and between social groups (e.g., assertiveness skills, communication skills, conflict resolution strategies). The goal of their action plan is to prevent the proliferation of bullying and harassment or respond to situations that they witness by being role models, standing up for those who are being bullied or harassed, or getting help if the situation doesn’t feel safe.</p> <p>As a class, create a list of strategies of how they and other students can “Take a Stand” against bullying and harassment and choose a way to share their strategies with others (e.g., publish them in the school newspaper, post on the school website or social media account, share with younger students). [IS, CT]</p> <p>Individually, students complete the Youth Advocacy Project: Healthy Choices, Healthy Community assignment to demonstrate their learning. [PS, CT]</p>	

### Considerations for Making Connections and Additional Learning

<b>Making Connections</b>	<p><b>Considerations for Making Connections:</b></p> <ul style="list-style-type: none"> <li>• Consider how students can make connections between the living skills they are learning in this unit to the living skills they are learning while participating in other aspects of the course. For example:             <ul style="list-style-type: none"> <li>• Personal Skills: monitoring their progress and success to boost their confidence while participating in physical activities, identifying challenges and barriers, and actions they can take to overcome them to participate in physical activity</li> <li>• Interpersonal Skills: demonstrating positive responsible social behaviour and adhering to ethical and fair play standards to create an enjoyable environment for everyone to participate in physical activity, working effectively and collaboratively as a group while participating in physical activities, and encouraging others</li> <li>• Critical and Creative Thinking: developing strategies to overcome challenges with their personal fitness, revising personal fitness plans, applying analytical and problem-solving skills to identify and implement tactical solutions that will increase their chance of success as they participate in a variety of physical activities</li> </ul> </li> </ul>
<b>Additional Learning</b>	<p><b>Considerations for further learning connected to Healthy Living:</b></p> <ul style="list-style-type: none"> <li>• The following expectations have not been the focus of learning in this unit. They have either been addressed and/or assessed during prior learning opportunities in the course (see Prior Learning above) or may be the focus for additional learning in healthy living.             <ul style="list-style-type: none"> <li>• Understanding Health Concepts: C1.1, C1.4, C1.5</li> <li>• Making Healthy Choices: C2.1, C2.3</li> <li>• Making Connections to Health Living: C3.1, C3.2, C3.4</li> </ul> </li> </ul>
<p><b>Support Resources:</b></p>	
<p><a href="http://www.edugains.ca/newsite/HOME/index.html">http://www.edugains.ca/newsite/HOME/index.html</a></p>	
<p><a href="http://teachingtools.ophea.net/supplements/youthrive">http://teachingtools.ophea.net/supplements/youthrive</a></p>	
<p><a href="http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing_Guide_Planning_Assessment_With_Instruction.pdf">http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing_Guide_Planning_Assessment_With_Instruction.pdf</a></p>	

Template adapted from Understanding by Design (2nd ed.), by G. Wiggins and J. McTighe, 2005, Alexandria, Virginia, USA: Association for Supervision and Curriculum Development.

## Grade 10 Healthy Living: Sample Unit Overview

This Guide to Teaching Healthy Living is written to help secondary educators as they implement *The Ontario Curriculum, Grades 9 to 12, Health and Physical Education*.

Facilitating learning focused on the overall expectations and making connections helps make learning relevant for students. This Guide includes *sample unit overviews* illustrating how educators may organize the learning, drawing on *concepts* from different content areas to help students make connections to various aspects of their well-being. **These sample unit overviews are meant to guide educators' thinking when they create their own unit plans to teach Healthy Living in accordance with the 2015 H&PE curriculum expectations. They are not meant to be fully developed, comprehensive units.**

This sample unit overview models a “vertical learning” approach in which learning is organized around the overall expectation Making Connections for Healthy Living, with specific health content linked to them. This approach demonstrates how students can make connections between various aspects of their well-being, with respect to the content areas of Healthy Eating, Personal Safety and Injury Prevention, Substance Use, Addictions and Related Behaviours, and Human Development and Sexual Health. This sample unit overview also highlights how educators can provide students with the opportunity to practice personal and interpersonal skills and to think critically about the choices they make as they respond to the world around them.

TITLE OF UNIT	My Health, My Community, My Advocacy	GRADE LEVEL	10
<b>Overall Expectations/Specific Expectations</b>			
<p><b>Overall Expectation:</b> By the end of the course students will:</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Specific Expectations:</b> By the end of the course students will:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Overall Expectations:</b> By the end of this course students will:</p> <ol style="list-style-type: none"> <li>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. (Making Connections to Healthy Living)</li> </ol>			



**Overall Expectations/Specific Expectations (cont.)****Specific Expectations:**

- C3.1 demonstrate an understanding of how they, as consumers, can have an impact on food and beverage choices at school and in the community (e.g., promoting availability of healthy choices in restaurant and cafeteria menus and in grocery stores, raising awareness of ethical and environmental considerations related to food choices). [CT]
- C3.2 demonstrate an understanding of health and safety risks in their physical and personal environment, and describe practices and behaviours that can be promoted to minimize the exposure of themselves and others to these risks (e.g., thinking in advance of the consequences of actions; getting reliable information; following health practices such as hand washing to reduce risks associated with the spread of infectious diseases; staying hydrated; observing road safety rules while biking and walking; avoiding distractions such as using headphones while cycling and walking; listening to music at safe volumes to avoid hearing damage; using insect repellent; wearing a helmet when skiing, snowboarding, or tobogganing). [PS]
- C3.3 identify public issues related to various addictions (e.g., alcohol, drugs, gambling, tobacco) and analyse their impacts and the connections between these impacts locally, nationally, and internationally. [CT]
- C3.4 describe some common misconceptions about sexuality in our culture and explain how these may cause harm to people and how they can be responded to critically and fairly. [CT]

**Sample Learning Goals:**

Learning goals are derived from the curriculum expectations, are written in student-friendly language, and describe what students should know and be able to do by the end of the unit. They are deconstructed with students at the beginning of the learning.

**I am learning:**

- to use my personal skills to take responsibility for the choices I make. [1.1, C3.1, C3.2]
- to apply my relationship and social skills to interact positively with others while analysing our perceptions, behaviours, and actions and the perceptions, behaviour, and actions of others related to food choices, health and safety risks, addictions, and misconceptions about sexuality. [1.4, C3.1, C3.2, C3.3, C3.4]
- to use my critical-thinking skills to plan and process information and draw conclusions about the issues. [1.5, C3.1, C3.2, C3.3, C3.4]
- to use my critical-thinking skills to analyse problems, evaluate my choices, and understand how my choices affect others. [1.5, C3.1, C3.2, C3.3, C3.4]
- to understand how my choices as a consumer can impact food and beverage choices available to me in my community. [1.1, 1.5, C3.1]
- to understand the health and safety risks that exist in my physical and personal environment. [1.1, C3.2]
- to describe practices and behaviours that can minimize my exposure to risks and minimize the risk to others. [1.1, 1.5, C3.2]
- to identify issues related to various addictions and how these addictions impact communities. [1.5, C3.3]
- to describe common misconceptions about sexuality, explain how they cause harm to people, and what I can do to respond to these misconceptions. [1.3, 1.4, 1.5, C3.4]

**Possible “Big” Questions:**

Big questions, written in student-friendly language and derived from the learning goals, are the essential questions students will be able to answer by the end of the unit of learning.

1. How do my food choices as a consumer impact the food choices available to me, and how can I influence these choices in my community? [1.1, 1.5, C3.1]
2. What are the health and safety risks in my environment that may cause me harm, and what can I do to minimize my exposure to these risks? [1.1, 1.5, C3.2]
3. How can I most effectively promote safe practices to minimize these health and safety risks for my peers? [1.1, 1.5, C3.2]
4. How do the various addictions that are prevalent in my community affect my community and me? [1.5, C3.3]
5. What are common misconceptions about sexuality that exist in my community, and how do they cause harm to people? [1.5, C3.4]
6. What can I do to respond to these misconceptions to reduce the harmful effects they have on community members? [1.1, 1.4, C3.4]

**Sample End of Unit Performance Task (Assessment of Learning)**

**Performance Task Description:** Students create a personal proclamation to demonstrate their learning.

**Taking Action: My Promise**

Students work individually to complete this task.

Students use the information from their exit pass and the group charts to create a personal proclamation. They first reflect and take notes on their current behaviours and actions related to four topics: Food Choices; Health and Safety Practices; Addictions (e.g., alcohol, drugs, gambling, tobacco); and Misconceptions and Discrimination. In their reflection, consider their behaviours and actions that contribute to their health and the health of their community as well as behaviours and actions that may negatively affect the same. After students complete their reflection, they create a personal proclamation that states any behaviours they can change and one action they will take to positively affect their health and the health of their community. Example proclamations: “I will be more conscious of the foods I am choosing and check labels to be more aware of hidden ingredients that negatively affect my physical health.” “I will be more diligent in minimizing my risk of injury by wearing a helmet when I should and not listen to music while cycling.” “I will not be silent when I hear a discriminatory remark and speak out when I see other students being harassed.”

Finally, students choose a format for their proclamation and a place to post it, to remind themselves of their commitment to making their community a healthy place. Students may post it in a public space, such as a bulletin board in a classroom, school, or community centre, or in their personal space, as on a screensaver on their device or in their locker.

Teaching/Learning Strategies and Opportunities for Assessment		
The Learning Goal	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes each. The educator determines the length of time based on student needs.	Opportunities for Assessment
	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Students can explain the physical and emotional factors that influence their personal eating habits and apply this knowledge to make healthy eating choices.</li> <li>Students can assess the nutritional implications of a variety of dietary choices and explain how their personal choices can lead to a healthy active life.</li> <li>Students can analyse situations involving conflict within themselves and with others and apply conflict resolution strategies.</li> <li>Students can demonstrate the ability to apply personal skills to respond to challenging situations involving substance use, addictions, and related behaviours.</li> </ul>	
<p>I am reflecting about what I know about the impact of my food choices, health and safety risks, various addictions, and misconceptions about sexuality that affect me and my community. [1.1, C3.1, C3.2, C3.3, C3.4]</p>	<p><b>Assessing Prior Learning/Minds On:</b> Using the Take A Stance strategy, post the following signs on the wall at either end of the room: “Agree” and “Disagree”. Post a “That Depends” sign on the wall between the “Agree” and “Disagree” signs. Choose and read aloud some of the following statements and ask students to move to the area of the room that best reflects their perspective regarding the statement. Remind students to be respectful of each other’s perspectives and opinions, regardless of where each person chooses to stand in the activity space. When students have congregated under the sign of their choosing, have them to share their perspective with other group members. Ask each group to share the common group perception about the statement with the class. Complete these steps for each of the following statements. [PS, IS, CT]</p> <p><b>Statements:</b></p> <ul style="list-style-type: none"> <li>I have a voice in the types of foods that are available in my school cafeteria.</li> <li>I have a voice in the types of foods I can access within my community.</li> <li>People in my community are conscious of how their choices impact the natural environment.</li> <li>Youth are aware of the environmental factors that pose a health risk to them.</li> <li>Youth take precautions to look after their own health.</li> <li>Youth are aware of the things that pose a risk to their physical safety.</li> <li>Youth take precautions to reduce risks and keep themselves safe.</li> <li>Addictions such as those related to alcohol, gambling, drug, and tobacco use are prevalent in the youth population of my community.</li> <li>Our school is a community in which everyone feels safe and that they belong.</li> </ul> <p>Introduce the learning goals and deconstruct them with students. Co-construct success criteria with Students.</p>	<p><b>Assessment for Learning:</b> Use the group sharing to determine student understanding of: their impact as consumers, their understanding of health and safety risks, issues in their community related to various addictions, and common misconceptions that may cause harm.</p>

The Learning Goal	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes each. The educator determines the length of time based on student needs.	Opportunities for Assessment
<p>I am learning to apply my relationship and social skills for interacting positively with others while analysing our perceptions, behaviours, and actions and the perceptions, behaviour, and actions of others related to food choices, health and safety risks, addictions, and misconceptions about sexuality. [1.4, C3.1, C3.2, C3.3, C3.4]</p>	<p><b>Action:</b> Students will work in small groups to create a Concept Map to analyse their own perceptions, behaviours, and actions and those of others related to food choices, health and safety risks, addictions, and misconceptions about sexuality. Students will make connections between these concepts by analysing how their perceptions, behaviours, and actions impact themselves, others, and their community. [PS, IS, CT]</p> <p>Have groups construct a Concept Map, using direct instruction as needed to guide them. Students identify key concepts for exploration such as “my food choices”, “things that pose a health risk to me”, or “common misconception about others in my community”. Students then elaborate on those key concepts by identifying their perceptions, possible behaviours, and actions related to each key concept and the impact these have on themselves, others, and their community. Next, groups identify the links between the key concepts such as the impact on the overall health and well-being of themselves, others, and the health of their community.</p>	<p><b>Assessment for Learning:</b> Observe group work on the concept maps and during their group reflection of additional information needed, in order to assess the students’ use of interpersonal and critical- and creative-thinking skills.</p>
<p>I am learning to use my critical-thinking skills to analyse problems and evaluate my choices in order to understand how my choices affect others. [1.1, 1.5, C3.1, C3.2, C3.3, C3.4]</p> <p>I am learning to understand how my choices as a consumer can impact food and beverage choices available to me in my community. [1.1, 1.5, C3.1]</p>	<p>Divide the students into four groups and assign one of following concepts to each group. On chart paper or using an electronic device (e.g., a tablet) students use the following questions to brainstorm about their concepts:</p> <p><b>The impact of their food choices</b></p> <ul style="list-style-type: none"> <li>• What are my food choices?</li> <li>• How might my food choices have an influence on the food available to me at school and in my community?</li> <li>• How might my food choices impact the environment?</li> <li>• How can I have an impact on the food choices available in my community and their impact on the environment through my choices and my actions?</li> </ul> <p><b>Practices and behaviours related to their personal health and safety:</b></p> <ul style="list-style-type: none"> <li>• What are some things that pose a risk to my personal health and my physical safety?</li> <li>• How might my behaviours and actions increase or decrease my exposure to these risks?</li> <li>• How do my behaviours and actions impact my friends, my family, and my community?</li> <li>• How do the behaviours and actions of my friends, my family, and my community impact me?</li> </ul>	

The Learning Goal	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes each. The educator determines the length of time based on student needs.	Opportunities for Assessment
<p>I am learning to understand the health and safety risks that exist in my physical and personal environment and to describe practices and behaviours that can minimize my exposure to risks and be promoted to minimize the risk to others. [1.1, 1.5, C3.2]</p> <p>I am learning to identify issues related to various addictions and how these addictions impact communities. [1.5, C3.3]</p> <p>I am learning to describe common misconceptions about sexuality and explain how they cause harm to people and what I can do to respond to these misconceptions. [1.3, 1.4, 1.5, C3.4]</p> <p>I am learning to use my critical-thinking skills to plan and process information and draw conclusions about the issues. [1.5, C3.1, C3.2, C3.3, C3.4]</p>	<p><b>The impact of various addictions:</b></p> <ul style="list-style-type: none"> <li>• What addictions are evident in my community?</li> <li>• Who is affected by these addictions?</li> <li>• How do these addictions affect individuals who are exposed to or struggle with these addictions and our community?</li> <li>• How do these addictions both locally and globally impact the health and well-being of our society?</li> </ul> <p><b>The effects of misconceptions about sexuality that exist in our mainstream culture:</b></p> <ul style="list-style-type: none"> <li>• What are some common misconceptions that people have about others in our culture?</li> <li>• How might these misconceptions be perpetuated?</li> <li>• Why do these misconceptions exist?</li> <li>• What influences these misconceptions?</li> <li>• How do these misconceptions cause harm to individuals and our society?</li> </ul> <p>After students complete their initial brainstorming and record ideas, have groups reflect on the ideas they have generated and identify where they need to gather more information or learn more about their concepts and how they might gather this information (e.g., from research articles, websites, local public health unit, other local community agencies). [CT]</p> <p>Provide groups with independent work time to complete their research and add their new learning to their brainstorming chart. Have groups present their information to the class.</p> <p>Groups then use all information gathered by all groups to illustrate their understanding of how their and others' choices impact themselves, each other, and their community. They should also explain how these choices combine to impact the overall health and well-being of their community and our society. [CT]</p> <p>Ask students to think about how they might organize their information to illustrate their understanding. Students use their thinking to devise their group's polished concept map. Groups present their concept map to the class, focusing on communicating their understanding of the interconnectedness between their choices, the choices of others, and how these choices impact the overall health and well being of their community and our society. [IS, CT]</p>	

The Learning Goal	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes each. The educator determines the length of time based on student needs.	Opportunities for Assessment
	Using an Exit Pass strategy, have students reflect on which of their personal behaviours and actions have the potential to negatively impact their own health and safety and/or the health and well being of their community, and to identify one step or action they might take change their behaviour and/or action. [PS, CT]	<b>Assessment for Learning:</b> Observe exit passes to assess students' ability to make connections between their choices and how choices and behaviours impact their community.
<p>I am learning to understand how my choices as a consumer can impact food and beverage choices available to me in my community. [1.1, 1.5, C3.1]</p> <p>I am learning to describe practices and behaviours that can minimize my exposure to risks and be promoted to minimize the risk to others. [1.1, 1.5, C3.2]</p> <p>I am learning to identify issues related to various addictions and how these addictions impact communities. [1.5, C3.3]</p>	<p>Display the following concepts on the board: "Food Choices"; "Health and Safety Practices"; "Addictions (e.g., alcohol, drugs, gambling, tobacco)", "Misconceptions and Discrimination". Students reflect on which of the above behaviours they believe have the greatest negative impact on their community and our society and why. Using the Inside-Outside Circle strategy, have students share their thinking with their peers. [IS, CT]</p> <p>In class discussion, have student volunteers share ideas discussed during the Inside-Outside Circle strategy. Record responses on the board. Using the Dotmocracy strategy, have students indicate which responses they believe has the greatest negative impact on their community and our society. [CT]</p> <p>Student work in groups based on their understanding of the behaviours that have the greatest negative impact. Have groups use chart paper or an electronic device (e.g., tablet) to list strategies that they can use and how they may promote the need to reduce the negative impact of these behaviours within their community. [PS, IS, CT]</p>	
I am learning to describe what I can do to make positive choices and respond to misconceptions that have an impact on my community. [1.1, 1.5, C3.1, C3.2, C3.3, C3.4]	<p><b>Consolidation:</b> Students use the strategies generated by their group to reflect on how they can make individual choices that positively affect their community. They also identify actions they may take to be an advocate for a healthy community. Students create a personal proclamation of the positive actions they will take. [PS, IS, CT]</p> <p>The proclamations may be posted around the room (without student names) to further consolidate learning. Students may also post their personal proclamation in their personal space (e.g., as a screensaver on their device or in their locker) to remind themselves of their commitment to making their community a healthy place.</p>	

### Considerations for Making Connections and Additional Learning.

<b>Making Connections</b>	<p><b>Considerations for Making Connections:</b></p> <ul style="list-style-type: none"> <li>• Consider how students can make connections between the living skills they are learning in this unit and the living skills they are learning while participating in other aspects of the course. For example:             <ul style="list-style-type: none"> <li>• Personal Skills—being aware of how their background and experiences influence the way they think about physical activity or activities, understanding the factors that influence their personal fitness;</li> <li>• Interpersonal Skills—demonstrating social responsibility by contributing to a safe activity space and encouraging others to do the same, being inclusive, showing respect for others’ points of view;</li> <li>• Critical and Creative Thinking—revising personal fitness plans, developing strategies to overcome challenges with their personal fitness, applying analytical and problem solving skills in order to implement tactical solutions to increase their chance of success while participating in physical activities).</li> </ul> </li> </ul>	
<b>Additional Learning</b>	<p><b>Considerations for further learning connected to Healthy Living:</b></p> <ul style="list-style-type: none"> <li>• The following expectations have not been the focus of learning in this unit. They have either been addressed and/or assessed during prior learning opportunities in the course (see Prior Learning above) or may be the focus for additional learning in healthy living.             <ul style="list-style-type: none"> <li>• Understanding Health Concepts: C1.1, C1.2</li> <li>• Making Healthy Choices: C2.1, C2.2, C2.3, C2.4, C2.5</li> <li>• Making Connections to Health Living: C3.5</li> </ul> </li> </ul>	

### Support Resources:

<http://www.edugains.ca/newsite/HOME/index.html>

<http://teachingtools.ophea.net/supplements/youthrive>

[http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing\\_Guide\\_Planning\\_Assessment\\_With\\_Instruction.pdf](http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing_Guide_Planning_Assessment_With_Instruction.pdf)

Template adapted from Understanding by Design (2nd ed.), by G. Wiggins and J. McTighe, 2005, Alexandria, Virginia, USA: Association for Supervision and Curriculum Development.

## Grade 11 Healthy Living: Sample Unit Overview

This Guide to Teaching Healthy Living is written to help secondary educators as they implement *The Ontario Curriculum, Grades 9 to 12, Health and Physical Education*.

Facilitating learning focused on the overall expectations and making connections helps make learning relevant for students. This Guide includes *sample unit overviews* illustrating how educators may organize the learning, drawing on *concepts* from different content areas to help students make connections to various aspects of their well-being. **These sample unit overviews are meant to guide educators' thinking when they create their own unit plans to teach Healthy Living in accordance with the 2015 H&PE curriculum expectations. They are not meant to be fully developed, comprehensive units.**

This sample unit overview models a “vertical learning” approach in which learning is organized around the overall expectations Understanding Health Concepts and Making Connections for Healthy Living, with specific health content linked to them. This approach helps demonstrate how students make connections between various aspects of their well-being, with respect to the content areas of Personal Safety and Injury Prevention, and Human Development and Sexual Health. This sample unit overview also highlights how educators can provide students with the opportunity to practice their personal and interpersonal skills and to think critically about the choices they make as they respond to the world around them.

TITLE OF UNIT	Understanding and De-stigmatizing Mental Illness	GRADE LEVEL	11
<b>Overall Expectations/Specific Expectations</b>			
<p><b>Overall Expectation:</b>  <b>By the end of the course students will:</b>            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.</p> <p><b>Specific Expectations:</b>  <b>By the end of the course students will:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>			



## Overall Expectations/Specific Expectations

### Overall Expectation:

#### By the end of this course students will:

C1. demonstrate an understanding of factors that contribute to healthy development. (Understanding Health Concepts)

### Specific Expectations:

#### By the end of the course students will:

C1.3 describe warning signs for suicide, and identify sources of support that can help people who may be contemplating suicide. [IS]

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 well-being (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness).

### Overall Expectation:

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. (Making Connections for Healthy Living)

### Specific Expectations:

#### By the end of the course students will:

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 use). [PS, IS]

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. [PS, IS, CT]

## Sample Learning Goals:

Learning goals are derived from the curriculum expectations, are written in student-friendly language, and describe what students should know and be able to do by the end of the unit. They are deconstructed with students at the beginning of the learning.

### I am learning:

- to describe the signs that might indicate someone may be contemplating suicide. [1.3, C1.3]
- to identify sources of support that can help someone who may be contemplating suicide. [1.3, C1.3]
- to understand about the variety of mental illnesses and addictions and what causes them. [C1.4]
- to understand how mental illness and addictions can affect a person's health and well-being. [C1.4]
- to use my personal skills and interpersonal skills to deal with stressful situations and help others deal with stressful situations. [1.1, 1.2, 1.4, C3.4]
- factors that contribute to the stigma of mental illness and what I might do to help reduce this stigma in my local community. [1.2, 1.4, C3.5]

**Possible “Big” Questions:**

Big questions, written in student-friendly language and derived from the learning goals, are the essential questions students will be able to answer by the end of the unit of learning.

1. What are some warning signs that indicate someone may be contemplating suicide and where can they get help? [1.3, C1.3]
2. Why is it important to take all suicidal thoughts or threats or any uncharacteristic behaviour seriously? [1.3, C1.3]
3. What can I do to help someone who is contemplating suicide or could become suicidal? [1.3, C1.3]
4. What is a mental illness and what are some of the causes that may contribute to a mental illness? [C1.4]
5. How does mental illness and addictions affect a person’s health and well-being? [C1.4]
6. What are some warning signs that someone has a mental illness and how is it diagnosed? [C1.4]
7. Why is it important for a person with warning signs to get help early? [C1.4]
8. What can I do to help myself or someone else deal with a stressful situation? [1.1, 1.2, 1.4, C3.4]
9. Why is there stigma about mental illness and what can I do to reduce the stigma and make it easier for people to get help? [1.2, 1.4, 1.5, C3.5]

**Sample End of Unit Performance Task (Assessment of Learning):**

**Performance Task Description:** Students create an advocacy piece about mental illness.

**Raising Awareness about Mental Illness**

Students work individually to complete this task.

Students assume the role of an advocate who wants to do their part in reducing the stigma associated with mental illness. Using the format of their choice, students create an advocacy piece that can be used to educate their peers and/or the local community about mental illness. They also identify sources of support within their community. In order for an advocacy piece to be effective, students will need to include the following information:

- what a mental illness is
- what causes mental illness
- some possible warning signs of mental illness
- some examples of mental illnesses
- ways in which a mental illness may affect someone’s overall health and well-being
- where and how someone may get further help in their community
- what one’s community can do to better understand and support someone who is dealing with a mental illness.

Students will either present their advocacy piece to an audience of their choosing or display it in an area where it is visible and accessible to their community.

Teaching/Learning Strategies and Opportunities for Assessment		
The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes each. The educator determines the length of time based on student needs.	Opportunities for Assessment
	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>Students can identify behaviours and actions that can lead to adolescent injuries and death, and explain the factors that influence adolescents to engage in or refrain from harmful or dangerous behaviour.</li> <li>Students can describe behaviours and strategies to make safer choices in order to reduce the risk of personal injury or death.</li> <li>Students can apply their understanding of the connections between substance use, addictive behaviours, and their physical and mental health to make safe choices about the use of substances and involvement in potentially addictive behaviors.</li> </ul>	
I am recalling what I know about stress and coping strategies for managing stress.	<p><b>Assessing Prior Learning/Minds On:</b> Using the Ponder it, Post It strategy, first post the following sentence stems around the room. Provide students with sticky notes. Read each sentence stem aloud and ask students to complete the sentence as it relates to them by writing their idea(s) on a sticky note. Then have students walk about the room and place their sticky notes under the appropriate statement. [PS]</p> <ul style="list-style-type: none"> <li>Stress can be a good thing because it helps me...</li> <li>Some things that cause stress for me are...</li> <li>Situations that cause stress for me are....</li> <li>When I am too stressed I feel....</li> <li>I cope with stress by...</li> <li>Someone who helps me deal with stress is....</li> <li>If a friend confides in me about their stress, I advise them to....</li> <li>If stress is not managed well then it may lead to...</li> <li>When I am feeling stressed I make sure to...</li> </ul> <p>After students have placed their sticky notes, consolidate the information under the sentence stems. Share the consolidated ideas with students when they complete an inventory of their personal stress busting strategies later in the unit.</p>	<p><b>Assessment for Learning:</b> Review sticky notes to know student profile (e.g., their stressors, what they know about coping, and their stress-management skills).</p>

The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes each. The educator determines the length of time based on student needs.	Opportunities for Assessment
	<p>Using a K-W-L chart, students first record what they Know about mental illness, stress, suicide, and addictions. Have students then record what they Wonder about with respect to mental illness, stress, suicide, and addictions. [PS]</p> <p>Important note: Let students know that they have the “right to pass” regarding any of the topics throughout this unit. Remind students that they can speak privately to the teacher at any time during this unit to share thoughts or concerns. It is important to note that the topic of suicide “needs to be approached with additional caution. Learning about suicide is best approached through structured, adult-led instruction. It is important to conclude discussions with stories of hope and information about seeking help. Among students who are vulnerable, thoughts of suicide can be triggered by offhand comments or even by general information shared in large-group settings. Educators may wish to consult with mental health staff for additional support, as needed, and for guidance on the suitability of the materials, resources, and approaches used in addressing this topic.” <i>(The Ontario Curriculum, Grades 9 to 12: Health and Physical Education, pages 39-40. Available from <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf</a>.)</i></p> <p>Ask the students if they have any additional questions to add to the ones already created by the class.</p> <p>Collect K-W-L charts for assessment for learning and use during the consolidation activity of the unit.</p> <p>Introduce the learning goals and deconstruct them with students. Co-construct success criteria with students.</p>	<p><b>Assessment for Learning:</b> Review the K-W-L chart in order to assess student knowledge and student interest related to mental illness, stress, suicide, and addictions</p>
<p>I am learning to understand about the variety of mental illnesses and addictions and what causes them. [C1.4]</p>	<p><b>Action:</b> Research, select, and display a video clip introducing the topic of mental illness. Debrief the video by asking students to share their reactions to the video first with an elbow partner and then with the class, if they feel comfortable sharing. This will open up a class dialogue about mental illness and set the stage for learning. Note the reactions of students to observe those students who may be vulnerable with this topic. Let students know of support available to help them at any time if they have difficulty with any topic that is being discussed.</p>	

The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes each. The educator determines the length of time based on student needs.	Opportunities for Assessment
	<p>Have students work in small groups. Using the Placemat Strategy, students think about and record “Big Questions” they have related to stress, suicide, addiction, and mental illness. Students record common questions on each of these topics in one corner of the placemat and record with common thoughts on the topics in the center. [IS]</p> <p>Collect the placemats and capture the “Big Questions” the students have generated either on the board or in a shared electronic document. Include any teacher-created “Big Questions” (see Possible “Big” Questions above) that do not arise from the student work. [CT]</p>	
<p>I am learning to describe the signs that might indicate someone may be contemplating suicide and to identify sources of support that can help someone who may be contemplating suicide [1.3, C1.3]</p>	<p>Inform students that this unit of learning will begin with open discussion about suicide, learning about warning signs, why we must take all indications that someone is contemplating suicide seriously, how we can help someone who may be contemplating suicide, and where a person can get help within their community.</p> <p>Educator note: Guide this portion of the learning using direct instruction only, in order to be able to detect signs of any students who may be struggling with the topic and to provide guidance about where anyone needs to get help.</p> <p>Use the following quote to begin a class discussion about the first three Possible “Big” Questions for this unit (noted above): “Talking about suicide is the first step to prevention. When we take the stigma away we can then begin learning and understand how we can help ourselves and others who are thinking of suicide.” (Ontario Association for Suicide Prevention, 2012)</p> <p>Provide students with index cards and ask them to jot down what they know about the signs of suicide, what they can do to help someone who may be contemplating suicide, what they know about available resources, and questions they have about this topic. Students may need more than one index card to record their answers. Create a box or large envelope labelled “The Question Forum”. Ask students place their cards in the Question Forum and let them know that the purpose of this learning is for them become more informed about the topic and to answer any questions they may have about it.</p>	

The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes each. The educator determines the length of time based on student needs.	Opportunities for Assessment
	<p>Students work in small groups. Provide each group with chart paper and information about suicide that includes information about signs that someone may be contemplating suicide, how to help them, and available resources and sources of support.</p> <p>Groups write “Big Questions 1-3” on their chart paper. Students read the information provided, to gather knowledge and generate responses to the questions. Students record their answers on the chart paper. When groups have finished gathering and recording information, facilitate a class discussion about the three questions using the information gathered.</p> <p>Have groups to post their chart paper around the room. Using this information, ask groups to create and perform a role-play that demonstrates their understanding of warning signs, how to help someone, and where a person can get more help.</p> <p>Consolidate this learning as a class by making sure that students understand that hope can always be found and that using their knowledge may help someone who is contemplating suicide to not act on those thoughts.</p>	<p><b>Assessment for Learning:</b> Use the role-play to assess student understanding of the warning signs and how to help someone who may be contemplating suicide.</p>
<p>I am learning to understand how mental illness and addictions can affect a person’s overall health and well-being. [C1.4]</p> <p>I am learning about the factors that contribute to the stigma of mental illness. [C3.5]</p>	<p>Students work in small groups to answer the remainder of the big questions.</p> <p>Have students reassemble into their small groups. Ask each group to review and select one or two of the big questions that they are most interested in exploring and answering. Inform groups that they will be responsible for sharing their information with the class after they complete their exploration. Ensure that all of the big questions generated during the placemat activity are selected for exploration. Assign any questions that have not been selected to various groups. [IS]</p> <p>As a class, generate a list of authoritative sources that groups may use to gather information to answer their big questions (e.g., local Public Health locations, Canadian Mental Health Association (CAMH), Centre for Addictions and Mental Health (CAMH), YouThrive.ca, KidsHelpPhone.ca). After generating the list, have groups prioritize the sources they will use to guide their group research. [CT]</p>	

The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes each. The educator determines the length of time based on student needs.	Opportunities for Assessment
	<p>Facilitate the small-group work by providing groups with class time to complete their exploration. Circulate amongst the groups to help answer their questions, and help with locating and understanding information or facilitate discussions that may arise from the research. [IS, CT]</p> <p>After groups have gathered and analysed their information and answered their big questions, have them to choose a format with which to communicate their information to the class (e.g., PowerPoint, oral presentation, student-led activities). Inform students that the group presentations will help them to meet the learning goals (e.g., understanding warning signs of suicide, identifying sources of support in the community, naming types of mental illness and addictions, recognizing factors that contribute to the stigma of mental illness and strategies to reduce stigma). [IS, CT]</p>	<p><b>Assessment for/as Learning:</b> During small group tasks, assess the students' use of interpersonal and critical-thinking skills and have students individually reflect on their use of these skills.</p>
<p>I am learning how I can use my personal skills and interpersonal skills to deal with stressful situations and help others deal with stressful situations. [1.1, 1.2, 1.4, C3.4]</p>	<p>Students individually analyse the stressors in their lives, list how they respond to these stresses, and select strategies to help themselves cope with their stressors.</p> <p>Share the information collected from the Question Forum activity. Students use this information and what they have learned so far in the learning to take a closer look at stress in their life.</p> <p>Have students think about the mind-body connection and how stress can affect their physical, emotional, social, cognitive, and spiritual well-being. Have students each create a chart with the following column labels: My Stressors, Why It Stresses Me, and My Symptoms. Have students list the greatest sources of stress for them personally, thinking about the context related to each (e.g., people, school, work, social situations) and providing specific examples of what it is about the context that causes them stress. Have students identify how often these stressors occur and the symptoms they experience when they are stressed. [PS, CT]</p> <p>Have students review their list to determine whether there are common themes amongst their stressors (e.g., time management, peer, social or family pressure). Then have them analyse their stressors to determine: which, if any, can be eliminated, avoided, or reduced; which ones they think they handle well; and which ones that they can learn to manage in a healthier way. [PS, CT]</p>	

The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes each. The educator determines the length of time based on student needs.	Opportunities for Assessment
	Using their analysis, students devise and communicate their personal stress busting strategy for healthy living. Using a format of their choosing (e.g., graphic organizer, personal journal, sticky notes) students describe strategies they can use to maintain or improve their physical and mental health and well-being. [PS, CT]	
I am learning about what I might do to help reduce stigma in my local community. [1.2, 1.4, 1.5, C3.5]	<p><b>Consolidation:</b> As a class, brainstorm a variety of ways that students might share their learning with their peers, school, and/or local community to reduce the stigma of mental illness, such as using a poster, public service announcements, a video, or a presentation to a school, parent, or community wellness group.</p> <p>Using the information shared during the brainstorming, students select a format for sharing their learning and develop an advocacy piece to share their strategy. [IS, CT]</p> <p>Students may present their advocacy piece to a group (e.g., parent council, student-run wellness council) or display the item in an appropriate site for their audience (e.g., school website). [IS]</p>	<b>Assessment for/as Learning:</b> Assess the student advocacy piece.
<b>Considerations for Making Connections and Additional Learning.</b>		
<b>Making Connections</b>	<p><b>Considerations for Making Connections:</b></p> <ul style="list-style-type: none"> <li>Consider how students can make connections between the living skills they are learning in this unit to the living skills they are learning while participating in other aspects of the course. For example: <ul style="list-style-type: none"> <li>Personal Skills—adapting to challenges when trying new activities, seeking support from others to achieve their personal physical activity goals</li> <li>Interpersonal Skills—using positive social behaviours and applying teamwork and social skills during physical activities;</li> <li>Critical and Creative Thinking—using analytical skills to identify and implement solutions while participating in physical activities, describing strategies to achieve personal goals.</li> </ul> </li> </ul>	
<b>Additional Learning</b>	<p><b>Considerations for further learning connected to Healthy Living:</b></p> <ul style="list-style-type: none"> <li>The following expectations have not been the focus of learning in this unit. They have either been addressed and/or assessed during prior learning opportunities in the course (see Prior Learning above) or may be the focus for additional learning in healthy living. <ul style="list-style-type: none"> <li>Understanding Health Concepts: C1.1, 1.2</li> <li>Making Connections: C2.1, 2.3</li> <li>Making Connections to Healthy Living: C3.1, 3.2, 3.3</li> </ul> </li> </ul>	



## Support Resources:

<http://www.edugains.ca/newsite/HOME/index.html>

<http://teachingtools.ophea.net/supplements/youthrive>

[http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing\\_Guide\\_Planning\\_Assessment\\_With\\_Instruction.pdf](http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing_Guide_Planning_Assessment_With_Instruction.pdf)

Template adapted from Understanding by Design (2nd ed.), by G. Wiggins and J. McTighe, 2005, Alexandria, Virginia, USA: Association for Supervision and Curriculum Development.

## Grade 12 Healthy Living: Sample Unit Overview

This Guide to Teaching Healthy Living is written to help secondary educators as they implement *The Ontario Curriculum, Grades 9 to 12, Health and Physical Education*.

Facilitating learning focused on the overall expectations and making connections helps make learning relevant for students. This Guide includes *sample unit overviews* illustrating how educators may organize the learning, drawing on *concepts* from different content areas to help students make connections to various aspects of their well-being. **These sample unit overviews are meant to guide educators' thinking when they create their own unit plans to teach Healthy Living in accordance with the 2015 H&PE curriculum expectations. They are not meant to be fully developed, comprehensive units.**

This sample unit overview models a “vertical learning” approach in which learning is organized around the overall expectation Making Health Choices, with specific health content linked to them. This approach helps demonstrate how students can make connections between various aspects of their well-being, with respect to the content areas of Healthy Eating, Substance Use, Addictions and Related Behaviours, and Human Development and Sexual Health. This sample unit overview also highlights how educators can provide students with the opportunity to practice personal and interpersonal skills and to think critically about the choices they make as they respond to the world around them.

TITLE OF UNIT	My “Map of Wellness” for Healthy Living as I Become More Independent	GRADE LEVEL	12
<b>Overall Expectations/Specific Expectations</b>			
<p><b>Overall Expectation:</b>  <b>By the end of the course students will:</b>            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.</p> <p><b>Specific Expectations:</b>  <b>By the end of the course students will:</b></p> <p>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.</p> <p>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.</p> <p>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.</p>			

**Overall Expectations/Specific Expectations (cont).**

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.

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.

**Overall Expectation:**

By the end of the course students will:

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. (Making Healthy Choices)

**Specific Expectations:**

By the end of this course, students will:

C2.1 demonstrate the ability to make healthy eating decisions that take into account their personal requirements and resources (e.g., nutritional needs, personal likes, ethical and environmental values, budget, time available to shop and cook, access to different kinds of foods) in a variety of situations that they may encounter now and in the future (e.g., camping, living on their own, sharing accommodations) [PS, CT]

C2.3 describe how coping and interpersonal skills and their knowledge of personal protective and risk factors can be used to develop resilience and enhance their ability to make healthy choices, including the avoidance of substance use and addictive behaviours [PS, IS, CT]

C2.4 identify their personal aptitudes and interests, and describe how this knowledge can be applied to the development of goals and life plans [PS]

C2.5 identify the skills and resources that they will need to maintain their personal health and well-being as they become more independent (e.g., budgeting and time-management skills, interpersonal skills, cooking and meal-planning skills, recreational and leisure opportunities, access to health care and other supports) [PS, CT]

**Sample Learning Goals:**

Learning goals are derived from the curriculum expectations, are written in student-friendly language, and describe what students should know and be able to do by the end of the unit. They are deconstructed with students at the beginning of the learning.

I am learning:

- to continue to make healthy eating decisions in a variety of situations based on my nutritional needs and the resources I have. [1.1, 1.5, C2.1]
- to explain how my personal and interpersonal skills help me be resilient when I face challenges or changes. [1.1, 1.2, 1.3, 1.4, C2.3]
- to explain how my knowledge of protective and risk factors can help me avoid risky behaviours and continue to make healthy choices. [1.1, 1.2, C2.3]
- to identify my strengths and interests to help me set goals for my future. [1.1, C2.4]
- to identify the skills and resources I have now and those I will need to continue to make healthy choices to maintain my personal health and well-being as I become more independent. [1.1, 1.2, C2.5]

**Possible “Big” Questions:**

Big questions, written in student-friendly language and derived from the learning goals, are the essential questions students will be able to answer by the end of the unit of learning.

1. What do I need to consider to make sure I eat healthy in different situations with the resources I have? [1.1, 1.5, C2.1]
2. What factors might pose a risk to my health and well-being now and as I become more independent? [1.1, 1.2, C2.3]
3. What factors protect me from risks now and as I become more independent? [1.1, 1.2, C2.3]
4. What skills and resources do I have that protect me from risks and help me make healthy choices to achieve my goals? [1.1, 1.2, C2.4]
5. What additional skills and resources might I need to avoid risks and enhance my personal health now and as I become more independent? [1.1, 1.2, C2.5]
6. How will I stay focused on making healthy choices when I face challenges and as I become more independent? [1.1, 1.2, C2.4, C2.5]
7. What do I need to maintain my optimal health and well-being in my future? [1.1, 1.2, C2.3, C2.4, C2.5]

**Sample End of Unit Performance Task (Assessment of Learning)**

**Performance Task Description:** Students create a Personal Wellness Philosophy to demonstrate their learning.

**My Wellness Philosophy for Life Long Healthy Active Living**

Students work individually to complete this task.

Have students imagine they are applying for their “dream job”. The employer is seeking individuals who have a strong sense of personal wellness, know how to maintain it, and know how to deal with challenges and changes that are part of the fast-paced world of that business. Healthy eating and physical activity are important values of the company. As part of their application, students are asked to share their personal wellness philosophy and how they maintain and enhance their personal wellness, particularly in the face of challenges and change. To provide a thorough picture of their Personal Wellness Philosophy, they need to communicate:

- what they do to maintain optimal health and why it is important for them to do so
- an inventory of the personal and interpersonal skills they possess and resources that they draw upon to be resilient to challenges and change
- skills and resources they can continue to build to show their commitment to lifelong healthy active living
- their ability to make healthy eating choices based on their needs and the resources they have at work and in their living environment
- skills and resources they rely on to enhance their life choices and maintain their well-being.

Students imagine that the employer has given them the choice of how to share their Personal Wellness Philosophy. They may consider creating a “map of wellness”, a written reflection, a personal “play book”, a “conversation with myself”, or another format of their choosing.

Teaching/Learning Strategies and Opportunities for Assessment		
The Learning Goals	Teaching/Learning Strategies I Will Use to Help My Students Learn Note: This learning may occur over a number of instructional periods, for example 3-5 periods of 75 minutes each. The educator determines the length of time based on student needs.	Opportunities for Assessment
	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Students can demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse and can describe ways they can respond to and prevent such situations.</li> <li>• Students can demonstrate an understanding of relationships stages and describe skills and strategies needed to maintain a satisfactory relationship.</li> <li>• Students can analyse the occurrence of harassment, violence, and abuse in relationships, and describe resources and supports that are available, and actions that can be taken to deal with these problems.</li> </ul>	
<p>I am reflecting on what I know about protective and risk factors and skills that support my overall health and well-being. [1.1, 1.4, C2.1, C2.3, C2.4, C2.5]</p>	<p><b>Assessing Prior Learning/Minds On:</b> Record each of the following terms on a separate sheet of chart paper: Protective Factors for Youth, Risk Factors for Youth, Resiliency, Coping Skills, Interpersonal Skills, Conflict Resolution Skills, Wellness, Optimal Health, and Healthy Eating. Post the chart papers around the room. Student work in small groups, rotating with their group to each of the chart paper stations. They record what they know about each term. Have students use their mobile devices/school technology to search for terms to build further understanding of the concept. Ask students to post their work to collectively create the Word Wall that will be used throughout the remainder of this unit, in order to enhance student learning.</p> <p>Alternatively, have students use an electronic application to post their ideas allowing students to share their ideas and access the information outside of class time. [PS, IS]</p> <p>Using The Ponder It, Post It strategy, pass out sticky notes and have students record their responses to the following questions: What do you find interesting, confusing, and/or surprising about the information gathered? What does it mean to you? What do you want to know more about this information? [PS]</p> <p>Post a sheet of chart paper by the exit door of the classroom and label it “The Parking Lot”. Explain that students’ sticky notes will be used throughout the learning as discussion points and ideas to further consider. Ask students to post their notes on the Parking Lot chart paper as they exit the classroom for the day.</p> <p>Introduce the learning goals and deconstruct them with students. Co-construct success criteria with students.</p>	<p><b>Assessment for Learning:</b> Review Parking Lot sticky notes to assess for students’ understanding of protective and risk factors and next steps.</p>

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<p>I am learning to identify my strengths and interests to help me set goals for my future. [1.1, C2.4]</p>	<p><b>Action:</b> Have students create a graphic organizer that contains boxes with the following titles: Education/Career Path, Living Arrangements, Relationships, Interests, Social Life, and Leisure Pursuits. The goal is to create their personal vision of their future by predicting what they want their life to look like in the next 3 to 4 years. [PS]</p> <p>Using their prior knowledge of how to create a goal, students articulate one goal they would like to achieve that will bring them closer to their vision. Students identify some of the skills they need to focus on, in order to help them achieve their goal and bring them closer to realizing their vision. [CT]</p>	
<p>I am learning to explain how my knowledge of protective and risk factors can help me avoid risky behaviours and continue to make healthy choices. [1.1, 1.2, C2.3]</p> <p>I am learning to explain how my personal and interpersonal skills help me be resilient when I face challenges or changes. [1.1, 1.2, 1.3, 1.4, C2.3]</p> <p>I am learning to identify the skills and resources I have now and skills I would like to strengthen. [1.1, 1.2, C2.5]</p>	<p>Working in small groups, students use the Graffiti strategy and information from the Word Wall activity to respond to questions about the three following topics: Risk Factors and Risk Behaviour, Protective Factors and Healthy Choices, and Looking Forward. Possible questions for each topic include:</p> <p><b>Risk Factors and Risky Behaviour:</b></p> <ul style="list-style-type: none"> <li>• What are some potential risks youth may encounter?</li> <li>• Which risk factors are in your control?</li> <li>• What strategies can you use to help reduce the impact of those risk factors in your life?</li> <li>• How does being physically active help to manage those risk factors?</li> <li>• What resources can you use to cope with situations that are detrimental to your health?</li> <li>• Why might we not always draw upon these skills and resources? [PS, IS]</li> </ul> <p><b>Protective Factors and Healthy Choices:</b></p> <ul style="list-style-type: none"> <li>• What protective factors might youth draw upon to help avoid risks and make healthy choices?</li> <li>• What skills are important for youth to develop to continue to be resilient as they face challenges and change?</li> <li>• How might you continue to build these skills?</li> <li>• What are the potential risks to a person's health and well-being if they do not have these skills or lack a support system?</li> <li>• Why is it important for youth to have strategies for maintaining their well-being and to know of support resources they can access?</li> <li>• What wellness strategies might you advise your friends to engage in to help them manage challenges? [PS, IS]</li> </ul>	<p><b>Assessment for Learning:</b> Review the Graffiti posters for students' understanding of concepts of protective and risk factors and skills and resources needed to make healthy choices.</p>

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	<p><b>Looking Forward:</b></p> <ul style="list-style-type: none"> <li>• What are the potential risk factors students may encounter in different environments as they leave high school and become more independent?</li> <li>• What strategies would be useful for youth to use in order to manage those risks?</li> <li>• What skills and resources do you think will be the most important for students to maintain as they leave high school and begin the next phase of their lives?</li> <li>• How can involvement in physical activity support someone in building skills for healthy living?</li> <li>• How will these skills help someone continue to be healthy and make healthy choices?</li> <li>• What new resources might students need to be aware of or seek out as they become more independent and adapt to their new environment?</li> <li>• Why are these resources important for someone to have or know about for their personal health? [PS, IS]</li> </ul> <p>Have groups share their responses to the Graffiti posters. Facilitate a conversation that helps students make connections between their thinking in the Graffiti activity and the importance of their having knowledge of protective and risk factors and skills to reduce the chance of their involvement in risky behaviours, all of which will help them make healthy choices both now and in their life beyond high school.</p> <p>Provide students with a list of the living skills from the Living Skills Chart in <i>The Ontario Curriculum, Grades 9 to 12: Health and Physical Education</i>, page 27 (available from <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf</a>). Using the Living Skills chart, students identify and highlight the skills they consider to be their strengths that help them cope and manage challenges, and skills they would like to further develop in order to manage challenges. Below the chart, students write one strategy they might use to develop these skills and list support resources that are helpful to use when avoiding unhealthy behaviour and working to continue making healthy choices. [PS, CT]</p>	<p><b>Assessment for Learning:</b> Observe during class discussion to determine possible gaps in student learning related to protective and risk factors and skills needed to reduce the chance of involvement in risky behaviours and to make healthy choices.</p>

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<p>I am learning to continue to make healthy eating decisions in a variety of situations based on my nutritional needs and the resources I have. [1.1, 1.5, C2.1]</p>	<p>Provide students with a variety of scenarios they might encounter now and in the future that may pose a challenge to their well-being with respect to healthy eating. These challenges may be based on the nutritional choices they have available to them and/or the resources they have to make healthy choices (e.g., travelling with a friend through Canada after high school while on a strict budget; living independently with limited kitchen facilities while going to university/college; living in a residential community with a set meal plan; living in a shared accommodation with shared living expenses). As a class, brainstorm possible factors they need to consider when making healthy eating decisions in different situations. Working in small groups, students identify factors they must consider about their chosen scenario (e.g., their nutritional needs, budget, cooking skills, preferred food choices, and other resources). They then prioritize these factors from most to least important. Students devise a plan for making healthy eating choices based on their situation, needs, and resources. Have groups present their plan to the class. [PS, IS, CT]</p>	<p><b>Assessment for Learning:</b> Use a checklist, with the list of factors identified by the class, to assess the groups' analysis and decision for eating healthy in a given situation.</p>
<p>I am learning to identify the skills and resources I will need to continue to make healthy choices to maintain my personal health and well-being as I become more independent. [1.1, 1.2, C2.5]</p>	<p><b>Consolidation:</b> Repost the Graffiti chart papers for reference. Provide students with a T-chart to help them organize their thinking. Using their highlighted living skills chart, students create their personal inventory of skills and resources to help them manage risks and make healthy choices. Students label one side of the chart "Now" and the other side "Tomorrow". On the "Now" side, students identify and record the skills, strategies, and protective factors they feel they currently possess that help them manage risks and make healthy choices in their present circumstances. On the side of the T-chart labelled "Tomorrow", they identify and record the potential risks they may face as they leave high school and begin the next phase of their life. Students then list the protective factors that they can continue to draw upon and the skills, strategies, and resources they will need to either maintain or develop that can help them manage risks and help them continue to make healthy choices in their future circumstances. [PS, CT]</p> <p>Have students recall their personal vision of their future, their goal for identifying their nutritional needs, and the resources they anticipate having at that time in their life. Students then describe their plan for healthy eating that will keep them healthy and well as they pursue their life goals. [PS, CT]</p>	<p><b>Assessment for Learning:</b> Review individual T-charts for depth of analysis and consolidation of information related to skills, strategies, and protective factors they have and need, and provide anecdotal feedback.</p> <p><b>Assessment for Learning:</b> Students self-assess their healthy eating plan using the criteria established in the previous activity.</p>



### Considerations for Making Connections and Additional Learning.

<b>Making Connections</b>	<p><b>Considerations for Making Connections:</b></p> <ul style="list-style-type: none"> <li>• Consider how students can make connections between the living skills they are learning in this unit to the living skills they are learning while participating in other aspects of the course. For example:             <ul style="list-style-type: none"> <li>• Personal Skills—adapting and applying solutions to overcome challenges to support their personal fitness and activity goals;</li> <li>• Interpersonal Skills—using teamwork skills and communicating effectively to increase their chance of success during physical activities, being inclusive when working with others;</li> <li>• Critical and Creative Thinking—evaluating the effectiveness of various physical activity and fitness programs, approaches, and equipment developing, implementing, and revising a plan to help them achieve personal fitness and activity goals for life-long wellness.</li> </ul> </li> </ul>
<b>Additional learning</b>	<p><b>Considerations for further learning connected to Healthy Living:</b></p> <ul style="list-style-type: none"> <li>• The following expectations have not been the focus of learning in this unit. They have either been addressed and/or assessed during prior learning opportunities in the course (see Prior Learning above) or may be the focus for additional learning in healthy living.             <ul style="list-style-type: none"> <li>• Understanding Health Concepts: C1.1, C1.2, C1.3</li> <li>• Making Connections to Healthy Living: C3.1, C3.2, C3.3, C3.4</li> </ul> </li> </ul>

### Support Resources:

<http://www.edugains.ca/newsite/HOME/index.html>

<http://teachingtools.ophea.net/supplements/youthrive>

[http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing\\_Guide\\_Planning\\_Assessment\\_With\\_Instruction.pdf](http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing_Guide_Planning_Assessment_With_Instruction.pdf)

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