

# STUDENT VOICE: ACTIVATE THE DISCUSSION

## SECONDARY DISCUSSION GUIDE

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### CONSIDER THESE THREE TIPS BEFORE LEADING A CONVERSATION WITH A GROUP:

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- 1 Share Your Energy.** We love that you are excited to share our video, so share that excitement with your audience. Let them know why this video is important and what it means to you. By sharing with them the positive impact it can have on your students and school community, you will encourage them to get excited too!
- 2 Tell Your Story.** Sure, we've provided you with language to use, but what's most important is that you make it your own. *How would your students respond to this question? What would your students say or draw?* Use the questions we've provided to make connections to your school environment and the positive impact a quality H&PE program can have on your students.
- 3 Know Your Audience.** Understanding the experiences of the participants in the conversation and their entry point for the content will help you to meet the objectives of your conversation while making the content relatable to your audience. Knowing your audience and being able to understand their reactions will not only help guide you in the facilitation, but will also help you to read how well they understand the content and are responding to it.

## QUESTIONS AND PROMPTS

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### TEACHER TO TEACHER

**Do the key messages from the video align with the lived experience of our school community?**

- If so, how can we do even better?
- If not, what would be the first step to aligning our school community with these messages?

**What types of questions am I asking myself when planning?**

- What additional questions does the video bring to light?
- What step(s) will I take to respond to these questions?

**What is our purpose in teaching H&PE?**

- How is this purpose communicated with the school community, parents, students, and local community?
- How can educators not responsible for H&PE still promote healthy, active living in school?

**How can we foster a culture of consent between students?**

- How are we currently addressing consent in our program?
- How can we take the conversation of consent beyond H&PE?

**How might interdepartmental collaboration benefit student well-being?**

- What might this look like in our school?
- What would be the first step in making this a reality?

**The H&PE curriculum engages students in learning about the factors that contribute to health and well-being and in building skills to live healthy, active lives.**

- What examples of factors that contribute to health and well-being did you hear in the video?
- How might this impact your teaching practice?

**How can educators be more creative, critical, and innovative in their planning in order to support students in being agents of their own learning?**

- What strategies have you used to help students take ownership of their learning?
- How could an Inquiry-based Learning approach support student learning in H&PE?

## TEACHER TO STUDENT

**How might the learning in Health and Physical Education benefit you during adolescence?**

- Will it continue to benefit you throughout your lifetime? Explain why or why not.

**How might a teacher keep students emotionally safe when they're learning in Health and Physical Education?**

- What does an emotionally safe classroom look and sound like?
- How could you and your classmates act in a way that helps all students to feel welcome, safe, and included?

**Is there anything you feel is missing from your Health and Physical Education experience?**

- What knowledge would be important to have prior to entering secondary school?
- What might you tell your grade 8 self with respect to healthy, active living?

**What strategies do you use to be fully engaged in Health and Physical Education?**

- Which strategies do you need to improve?
- How do these strategies apply to your life outside of school?

**When you think about what you learn in Health and Physical Education, why is it important to your life now and in the future?**

- What can educators do to make a difference for you now?
- How can educators inspire you to develop the skills you will use in the future?

**If you were interviewed for this video, what would you have added?**

- What would you like your teachers to know about what's important to you in Health and Physical Education?
- What are the best ways for teachers to learn about their students?

## TEACHER TO PARENT/GUARDIAN

**How do your family values and your cultural identity connect with the Health and Physical Education curriculum?**

- How can teachers ensure that family values and cultural identity are considered in student learning?
- How can students benefit from sharing their family values and cultural identity with their peers (e.g., traditional games/sports or cultural food traditions)?

**How can we work together to support your children as they learn about Health and Physical Education and the positive impact it may have on their health, safety, and well-being?**

- What conversations are you already having at home?

**What is the added value of continuing discussions about Health and Physical Education at home?**

- What knowledge might you need to start these conversations?
- When might be the perfect time for such a conversation to occur?

**How do you define your child's success in Health and Physical Education?**

- How does your child's teacher currently communicate their success?
- How might teachers and staff improve the way they communicate with you?

**How does your child define success?**

- How is this different from your definition of success?
- What is your child's definition built on? Where does it come from?

**How is what you heard in the video clip the same as or different from what you may have experienced with Health and Physical Education when you were in school?**

- What do you remember learning about in Health and Physical Education?
- What strategies were used to teach you Health and Physical Education when you were in school?

