

*Public District School Board Writing Partnership*

# Course Profile

## Healthy Active Living Education

Grade 11

Open

PPL30

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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## Course Overview

### Healthy Active Living Education, Grade 11, Open, PPL3O

**Policy Document:** *The Ontario Curriculum, Grades 11 and 12, Health and Physical Education, 2000*

## Course Description

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students apply movement principles and sport/game strategies to refine skills, and actively participate in sports and games to enhance their personal competence and personal fitness. They are encouraged to develop leadership skills and are given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students study the components of healthy relationships, reproductive health, mental health, and personal safety.

## Units: Titles and Time

Unit 1	Interactive Activities	12 hours
Unit 2	Personal Fitness	23 hours
* Unit 3	Healthy Living	30 hours
Unit 4	Large and Small Group Activities	30 hours
Unit 5	Body Management Activities	15 hours

\* This unit is fully developed in this Course Profile.

## Course Notes

*The Ontario Curriculum, Health and Physical Education Grades 11 and 12*, focuses on healthy active living for all students. To incorporate this philosophy into a quality program, teachers need to address several key elements when planning learning opportunities.

A quality health and physical education program directly links what is happening in the classroom (e.g., gymnasium, arena, pool, field) to the curriculum expectations. This ensures that students are engaged in relevant and purposeful activities related to what they are to know and able to do. Throughout the course, teachers are encouraged to frame each lesson by identifying the learning expectations and connecting them to the key learnings.

Clustering the overall and specific learning expectations into key learnings provides students with a framework and context for their learning. The following is a list of the key learnings for Grade 11 Healthy Active Living Education. By the end of the course, students will demonstrate:

- personal movement competence (skills and principles) (Units 4 and 5)
- knowledge of sport and game strategies (Units 1 and 4)
- regular participation (Units 1, 2, 4, and 5)
- improved physical fitness (Unit 2 to be integrated throughout the course)
- safe practices (Units 1, 2, 4, and 5)
- use of decision-making skills and goal-setting skills to promote healthy active living (Units 2 and 3)
- use of stress management techniques (Unit 3)
- use of appropriate social skills (Units 1, 4, and 5)
- an understanding of health concepts (Unit 3)

Students benefit when teachers use clear assessment/evaluation strategies and provide criteria used in assessment/evaluation tools. Assessment of health and well-being is a life-long process. Students need to be made aware of their strengths and areas that require improvement and take an active role in setting personal health and well-being goals. Positive and constructive feedback related to the expected learning from teachers and peers will influence students' positive self-image as physically active individuals. Throughout the course, teachers should support students as they develop daily, healthy, active habits that will last a lifetime.

A quality health and physical education program provides many opportunities for students to be successful. The likelihood of success is enhanced when skills are taught in a logical progression and when there are numerous opportunities for practice and application.

All activity sessions should include a:

- warm-up
- fitness blast
- a lead-up game experience (to put the skills within a context)
- opportunities to build/improve skills
- opportunities to apply skills in a game experience
- cool down

The amount of time spent during a lesson on each component may vary based on whether it is the introductory lesson or final lesson of the activity. Throughout the course, focus on providing maximum opportunities for students to learn, practise, and demonstrate their knowledge and skills.

A quality health and physical education program enables all students to be active learners all of the time. Throughout the course, every student needs to be actively engaged.

## Unit Overviews

### Unit 1: Interactive Activities

**Time:** 12 hours

#### Unit Description

Students participate and interact in supportive, enjoyable, and challenging settings both on and off the school site. They experience various types of physical activities that promote participation, responsible behaviour, effective group work skills, personal safety, and the safety of others.

#### Unit 1 Overview Chart

Act.	Expectations/ AC Category	Assessment/Evaluation	Focus
1	PAV.02 A PA2.02, C	- Formative self-assessment in journal to identify the factors that influence personal participation and activity levels - Formative assessment of students' tracking and recording sheets of activity levels and strategies used to maintain ongoing participation both on and off school site	Strategies to enhance personal participation
2	ALV.01, A; AL1.01, A	- Formative self-assessment and formative teacher evaluation of daily participation during activities using a teacher-developed rubric	Regular participation
3	ALV.03, A; AL3.01, A	- Formative self-assessment and formative teacher evaluation of safe practices during activities using a teacher-developed rubric	Safe practices

4	LSV.03, A; AL1.05, A	- Formative self-assessment and formative teacher evaluation of social skills during activities using a teacher-developed rubric	Positive, responsible personal and social behaviour
5	LS3.01, C; LS3.02, T/I	- Formative teacher and self-assessment of group dynamics and group effectiveness during the creation and presentation of games of student innovation	Working effectively in a group
6	AL1.07 K/U	- Formative assessment of students' knowledge of leadership qualities during group debriefing discussion related to activity sessions	Canadian leaders in physical activity and leadership qualities

K/U = Knowledge/Understanding

C = Communication

T/I = Thinking/Inquiry

A = Application

### Scope and Sequence of Unit Activities from Grade 9 to Grade 11

Grade 9	Grade 10	Grade 11
Creating the Participation Picture	Interactive Trust and Initiative Games	Innovative Adventure Games
Taking Responsibility for Self and Others	Winter Activities	Initiative Games and Problems
Exploring Group Interaction and Promoting Team Building	Hiking	Trust Activities
	Orienteering	Student Innovations (created and presented by small groups)

## Unit 2: Personal Fitness

**Time:** 23 hours

### Unit Description

This unit emphasizes the understanding students need to lead a healthy active life well beyond high school. Students address personal needs by monitoring, assessing, and revising individual action plans that focus on vigorous physical activity for sustained periods of time, health goals, and strategies to enhance lifelong participation.

### Unit 2 Overview Chart

Act.	Expectations/ AC Category	Assessment/Evaluation	Focus
1	PA2.02, C; AL1.03, C; AL1.04, C; AL2.01, A; AL2.02, C; LS1.03, K/U	- Summative evaluation of the written description in the Healthy Active Living Profile of the factors that have influenced students' personal participation and the strategies that will enhance their chances of maintaining daily rigorous activity levels for a lifetime - Formative assessment of students' tracking and recording of activity levels and strategies used to maintain ongoing participation both on and off the school site	Strategies to enhance personal lifelong participation

2	ALV.01, A; AL1.01, A	- Formative self-assessment and formative teacher evaluation of daily participation during activities using a teacher-developed rubric	Regular participation
3	ALV.03, A; AL3.01, A; AL3.02, A	- Formative self-assessment and formative teacher evaluation of safe practices during fitness activities using a teacher-developed rubric	Safe practices
4	AL1.05, A; LSV.03, A	- Formative self-assessment and formative teacher evaluation of social skills during fitness activities using a teacher-developed rubric	Positive, responsible personal and social behaviour
5	LS1.01, C	- Formative assessment of students' understanding of the concept of healthy active living through small group discussions	Healthy active living concept
6	ALV.02, A; AL1.02, A; AL2.01, A; AL2.03, T/I; AL2.04, T/I; LSV.01, A	- Diagnostic self and peer fitness - Formative assessment using a personal fitness continuum and an observation checklist - Formative assessment of activity levels to improve personal health-related fitness levels recorded and tracked daily - Formative assessment and summative evaluation of assessments and revisions made to daily physical fitness action plan throughout the course - Summative evaluation of Healthy Active Living Profile	Improved physical fitness

#### Scope and Sequence of Unit Activities from Grade 9 to Grade 11

Grade 9	Grade 10	Grade 11
Understanding the Concept of Healthy Active Living	Appraising Fitness	Participating in Fitness Activities of Personal Preference
Understanding Health-Related Fitness	Setting Goals, Designing/Revising Personal Fitness Program	Assessing Personal Fitness and Health Goals
Fitness Appraisals	Designing and Leading a Fitness Activity	Designing a Personal Fitness Program with Lifelong Activity Potential
Setting Goals and Developing an Action Plan	Participating in Fitness Activities	Developing a Healthy Active Living Profile
Design a Personal Fitness Program	Developing a Healthy Active Living Profile	
Participation in Fitness Activities Through the Physical Activities Units		
Developing a Personal Fitness Profile		

### Unit 3: Healthy Living

Time: 30 hours

#### Unit Description

Students investigate the impact of health issues on themselves and others while studying sexual and reproductive health, relationship violence, personal safety, and mental health. Students demonstrate an understanding of the strategies and skills required in making good decisions, setting goals, and managing stress. The connection between positive mental health and healthy relationships are examined and related to a healthy lifestyle.

#### Unit 3 Overview Chart

Act.	Expectations/ AC Category	Assessment/Evaluation
1	HLV.01, K/U; HL1.01, C; HL1.02, K/U; HL1.04, C; HL1.05, T/I; LS2.02, C	Formative assessment of the worksheets on sources of information and services related to sexual and reproductive health - Formative assessment of the handout on infertility by looking for completion - Summative evaluation to assess students' degree of analysis with the Advice Letter homework assignment using a marking scheme
2	HL1.03, A; LS1.02, A; LS1.03, K/U	- Formative peer-assessment of good relationship skills using a completion checklist - Formative assessment of students' application of the SMART Principle using rubric - Summative teacher evaluation using rubric for relationship role play
3	HLV.03, C; LSV.02, A; HL3.01, C; HL3.02, A; LS1.01, C; LS2.03, A	- Formative assessment of the worksheet identifying stressors and coping strategies. The teacher assesses the handout for strategies that demonstrate skills that enhance personal mental health. - Summative evaluation of mini-demonstrations on relaxation techniques - Formative self-assessment using a self-survey about well-being
4	HL3.03, T/I; HL3.04, C; HL3.05, K/U; LS2.01, C	- Formative assessment using the communication category from the Achievement Chart - Summative evaluation on pamphlet about stress using a marking scheme - Formative assessment on factors that effect internal and external health using the Thinking/Inquiry Skills category from the Achievement Chart - Formative assessment on the Mental Disorders worksheet by assessing for completion - Summative evaluation of the Suicide Case Study using a marking scheme
5	HL2.01, C; HL2.02, K/U; HL2.03, K/U; HL2.04, T/I; LS2.01, C	- Formative assessment on the types of violence using a rubric to assess communication - Formative assessment of causes of relationship violence during class discussion - Formative peer assessment of relationship violence case scenarios using a simple checklist - Formative assessment of the worksheet on solutions and strategies for preventing relationship violence by checking for completion

6	HLV.02, K; HL2.05, T/I; HL2.06, A; HL2.07, T/I; LS1.04, C; LS1.05, C; LS2.02, C; LS2.04, K/U	<ul style="list-style-type: none"> <li>- Formative assessment of notes regarding the leading causes of injury and injury associated deaths by checking for completion</li> <li>- Formative peer assessment of how to minimize the risk of injuries to adolescents using a simple checklist</li> <li>- Formative assessment of the physiological responses to stress based on the Communication category of the Achievement Chart</li> <li>- Formative assessment of the worksheet on risk-taking behaviours by checking for completion</li> <li>- Formative assessment of communication skills by taking the Communication category of the Achievement Chart into consideration while students participate in class discussions (LS1.04)</li> <li>- Formative assessment of change and its impact on health using the Knowledge/Understanding category of the Achievement Chart during the debates</li> <li>- Summative evaluation of the personal safety presentations using a marking scheme</li> <li>- Summative evaluation using an observation checklist to determine the student's ability to demonstrate the knowledge/skills to reduce personal risk (HLV.02)</li> </ul>
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#### Unit 4: Large and Small Group Activities

**Time:** 30 hours

#### Unit Description

Students participate in a balanced selection of activities from each of the four-sport/game categories (Invasion/Territory, Net/Wall, Striking/Fielding, Target). Opportunities, in challenging settings, are provided to enhance students' physical skills and develop their ability to apply sport/game strategies. Each activity focuses on two aspects:

1. Personal improvement of physical skills (specific skills connected to sports/games) through the application of the movement principles (biomechanical principles) to refine movement.
2. Understanding sports/games strategies by addressing the primary elements of play (e.g., possession, invasion, and scoring).

Students should recognize that the physical skills and strategies they learn in one sport/game are transferable to many sports/games. They should also recognize that, by participating in sports and games, they are establishing healthy, active lifestyles.

#### Unit 4 Overview Chart

Act.	Expectations/ AC Category	Assessment/Evaluation	Focus
1	PAV.01 A, PA1.01 A, PA1.02 A, AL1.02 A	<ul style="list-style-type: none"> <li>- Diagnostic self-and peer assessment of movement skills/principles through a sport circuit using a movement skills/principles observation checklist</li> <li>- Formative self and peer assessment and formative teacher evaluation of movement skills/principles at the end of each activity using checklist</li> <li>- Summative evaluation during a final sport/game tournament</li> </ul>	Personal movement competence

2	PAV.02 A, PA2.01 A, PA2.03 A	- Formative self-and peer assessment and formative teacher evaluation of sport and game strategies during activities - Summative evaluation during a final sport/game tournament	Sport and game strategies
3	LS3.03 A, LS3.04 C, AL1.06 A	- Formative assessment and summative evaluation of students' ability to provide peers with constructive feedback (coaching/leadership) to improve movement skills and sport/game strategies when using an observation checklist and a task-specific rubric	Coaching and leadership to enhance positive peer relationships
4	ALV.03 A, AL3.01 A, AL3.02 A, AL3.03 C	- Formative self-assessment and formative teacher evaluation of safe practices during activities using a rubric	Safe practices
5	ALV.01 A, AL1.01 A	- Formative self-assessment and formative teacher evaluation of daily participation during activities using a rubric	Regular participation
6	LSV.03 A, LS3.01 C, LS3.02 T/I, AL1.05 A	- Formative self-and peer assessment and formative teacher evaluation of social skills during sport/game activities - Summative evaluation of students' ability to evaluate and communicate group process and effectiveness as a team during sport/game activities - Use a rubric to assess social skills	Positive, responsible personal and social behaviour Group process and effectiveness
7	PA2.04 C	- Summative evaluation of the written assignment included in Healthy Active Living Profile related to health and physical education career opportunities	Career Opportunities

### Scope and Sequence of Unit Activities from Grade 9 to Grade 11

Grade 9	Grade 10	Grade 11
Invasion/Territory Activities (Basketball)	Diagnostic Assessment - Movement Skills/Principles Circuit	Diagnostic Assessment - Movement Skills/Principles Circuit
Net/Wall Activities (Badminton)	Target Activities (Golf and Target Games)	Target Activities (Target Games)
Striking and Fielding Activities (Softball)	Net/Wall Activities (Tennis Paddle, Tennis, Volleyball)	Net/Wall Activities (Racquetball, Squash, Handball, Wallball)
Target Activities (Curling)	Striking and Fielding Activities (Softball/Cricket)	Striking and Fielding Activities (Kickball, Softball)
	Invasion/Territory Activities (European Team Handball, Soccer)	Invasion/Territory Activities (Flag Football, Floor Hockey, Field Hockey)

## Unit 5: Body Management Activities

**Time:** 15 hours

### Unit Description

This unit provides opportunities for students to practise, develop, and refine their movement skills and build their levels of fitness through physical activities that teach body management, control of body rhythm, creativity, sequencing, composition, and stability. Students develop their aesthetic understanding of movement through dance, aquatics, fitness enhancers, weight training, gymnastics, recreation/leisure activities, and track and field.

### Unit 5 Overview Chart

Act.	Expectations/ AC Category	Assessment/Evaluation	Focus
1	PA1.01 A PA1.02 A, AL1.02 A	- Formative assessment by the teacher through informal teachable moments to reinforce movement skills/principles learned in other activities	Personal movement competence
2	LS3.03 A, LS3.04 C, AL1.06 A	- Formative assessment and summative evaluation of students' ability to provide peers with constructive feedback (coaching/leadership) to improve movement skills using a checklist and rubric	Coaching and leadership to enhance positive peer relationships
3	ALV.03 A	- Formative self-assessment and formative teacher evaluation of safe practices during activities using a rubric	Safe practices
4	ALV.01 A, AL1.01 A	- Formative self-assessment and formative teacher evaluation of daily participation during activities using a rubric	Regular participation
5	LSV.03 A, LS3.01 C, LS3.02 T/I, AL1.05 A	- Formative self and peer assessment and formative teacher evaluation of social skills during activities - Summative evaluation of students' ability to evaluate and communicate group process and effectiveness during activities - Use a teacher-developed rubric	Positive, responsible personal and social behaviour Group process and effectiveness
6	PA2.04 C	- Summative evaluation of the written assignment included in Healthy Active Living Profile related to health and physical education career opportunities	Career Opportunities

### Scope and Sequence of Unit Activities from Grade 9 to Grade 11

Grade 9	Grade 10	Grade 11
Dance	Weight Training	Weight Training
Aerobics	Fitness Enhancers	Fitness Enhancers
Gymnastics	Dance	Dance
Wrestling/Combatives	Aquatics	Aquatics
Recreation/Leisure	Gymnastics	Gymnastics
Track and Field	Combatives	Combatives
	Recreation/Leisure	Recreation/Leisure
	Track and Field	Track and Field

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## Teaching/Learning Strategies

### Direct Instruction

*Lecture* – an oral presentation of facts or principles during which the learner is responsible for taking appropriate notes

*Demonstrations/modelling* – performing a skill or activity in order to show how to do it

*Didactic Questions* – guiding students to predetermined learning through the use of lower order questions

*Drill and Practise* – repetition of fundamental skills to enhance speed and accuracy of performance

*Guides for Reading, Listening, and Viewing* – structured formats intended to direct students to appropriate learning expectations in reading, listening, or viewing

### Indirect Instruction

*Inquiry* – an organized process for investigating a significant question

*Problem Solving* – an organized process for solving a problem

*Research* – gathering and interpreting data on a specific topic

*Case Studies* – investigation of a specific event, situation, or person to develop an understanding of factors that can be generalized to other situations

*Concept Formation* – an inductive thinking strategy in which the student sorts and classifies or groups items, ideas, opinions, etc., into categories to draw inferences, make generalizations, and develop concepts from it

*Concept Attainment* – clarifying a concept by providing positive and negative examples of that concept

*Reflection* – process of thinking about and connecting ideas, experiences, and learnings

*Debate* – the presentation of opposing sides of an issue by two teams/individuals before an audience or judge

### Interactive Instruction

*Cooperative Group Learning* – a variety of interdependent learning structures where students learn in small heterogeneous groups

- Jigsaw – Students are divided into “home” groups. Each student in the group moves into a different expert group to gather information (provided by the teacher, or through research), then goes back to the home group to share information.
- Think/Pair/Share – Students begin thinking about a concept on their own, then work with a partner to share and discuss ideas.
- Snowballing – pairs of students begin sharing ideas. After a few minutes, the pairs join with another pair to form a group of four to share ideas. The groups continue to combine to form groups of 8 then 16. New ideas are added and discussed.

*Learning Circles* – small groups of students who discuss a common test, topic, or problem in order to deepen understanding

*Brainstorming* – a group activity in which participants are encouraged to think uncritically about all possible ideas, approaches, or solutions

*Role Playing* – assuming the role of another and acting out a situation to develop understanding and insights

*Peer Coaching* – a structured situation where students teach and learn from each other

*Experiential Learning* – a situation requiring a high level of active involvement in their own learning. These activities may include analysing, drawing inferences or conclusions, providing reasons and evidence for conclusions, or reflecting on experiences in analysing, inferring, decision-making, and drawing, and conclusions.

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## Independent Instruction

*Independent Project* – a formal assignment on a topic related to the curriculum

*Learning Centres* – a specially organized space containing specific resources and/or equipment

*Learning Contracts* – a plan of instruction allowing students to proceed at their own rate in learning specified material

Access the Ministry of Education electronic Curriculum Unit Planner for a complete collection of Teaching/Learning Strategies.

## Assessment & Evaluation of Student Achievement

The process of moving from *The Ontario Curriculum, Grades 11 and 12, Health and Physical Education, 2000* to completing the *Provincial Report Card* involves a number of steps.

- connecting the learning expectations and Achievement Chart categories to clarify the expected student learning
- gathering evidence relevant to the expected learning
- recording the evidence
- making a judgement on the recorded evidence
- reporting student achievement

The Course Profile focuses on the first two. The following outlines key components of these two steps.

### Connecting Learning Expectations to the Achievement Chart

The learning expectations in the curriculum are the content standards and identify what the student needs to know and be able to do at each grade level. See the Unit Overview charts in the Course Overview for the connection of learning expectations to the Achievement Chart (e.g., ALV.02 Application, AL2.03 Thinking/Inquiry, PA2.02 Communication, LS1.03 Knowledge/Understanding).

The Achievement Chart identifies the performance standards and describes how well the student has achieved the curriculum expectations.

The following are examples of verbs used in the expectations organized by category, found in the *Health and Physical Education, 2000* document:

- Knowledge/Understanding (identify, demonstrate an understanding, define)
- Thinking/Inquiry (assess, analyse, evaluate)
- Communication (explain, describe, communicate)
- Application (demonstrate, apply, use, participate, maintain, improve, create, implement, refine, adapt, design)

By examining the Achievement Chart, teachers can focus on the significant aspects of learning that they should be assessing. Is the learning expectation asking the student to demonstrate knowledge, thinking skills, application, or communication or a combination of these categories? Using this as the starting point, teacher can often work with students to determine the specific criteria and performance indicators for the demonstration of learning.

## Gathering Evidence of Student Learning

### Assessment Strategies

One of the critical professional judgements teachers must make is to appropriately match the assessment strategy(ies) to the type(s) of learning being assessed. There is a wide variety of assessment strategies available to teachers. Assessment strategies are “what the teacher will have the students doing to demonstrate their learning.” See [www.ophea.net](http://www.ophea.net).

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## Assessment Tools

Assessment tools that may be used by the teacher, students or their peers to gather the evidence of learning include: marking scheme, rating scale, anecdotal, checklist, and rubric. Teachers should choose assessment tools appropriate to the assessment task (e.g., a rubric for a performance task).

## Learning Evidence Management Considerations

Ongoing assessment of student participation (ALV.01 and corresponding specific expectations) is critical in this course. Students need to have a clear picture of the behaviour they are expected to exhibit and consistently receive feedback on how they are measuring up to the criteria and performance indicators. In order to have adequate evidence of student learning, ensure self-and peer assessments are incorporated into the summary of evidence. Provide students with clear targets and request regular student reflections (e.g., journal/log entries, rubric responses) related to participation and fitness progress. Consider tracking and monitoring sheets that are used on an ongoing basis, so students can record on one piece of paper throughout the semester/year. Reflection and monitoring sheets should be focussed and easy for students to complete. Teachers should develop a variety of practical methods of collecting evidence (e.g., laminated targets, checklist or rubric charts that students jot their names on with dry erase markers or removable stickers). Teachers may develop rubrics appropriate to specific tasks, using the Achievement Chart as a framework.

Identify a few students each day to observe and jot down notes as part of the anecdotal evidence.

*The Ontario Curriculum, Grades 11 and 12, Program Planning and Assessment* document states:

The final grade for each course will be determined as follows:

- Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers should consider using some of the assessment strategies throughout the program as building components that lead up to the final evaluation of the course (e.g., journal/log entries, fitness assessment, action plan, and monitoring). Student should recognize the value of monitoring and reflecting on their learning and how this impacts their achievement. Ensure that students know they will be expected to use the data and thoughts they have collected throughout the course to demonstrate their learning in the final evaluation task(s).

Teachers should consider using a Healthy Active Living Profile as one aspect of the final evaluation for the course. The Healthy Active Living Profile should be a purposeful collection of student work that exhibits student's efforts, progress, and achievements related to the key learnings. It should be a product that encourages self-directed learning by incorporating student's ongoing recording, reflections, planning, and revisions made while maintaining the focus on personal goals related to healthy active living. Include records of student work related to sport/game skill development and personal physical fitness improvement.

## Accommodations

Accommodations have been identified in the unit overview of Unit 3 to specifically address the activities. Teachers are encouraged to access the Special Education Companion from the Ministry of Education electronic Curriculum Unit Planner for additional suggestions. Teachers should also refer to exceptional students' IEPs to ensure that recommendations are carried out.

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## Resources

### Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Amos, Sue and Susan Orchard. *Getting Assessment Right: Health and Physical Education*, Grade 9 and 10. Barrie: Data Based Directions, 2001 ISBN 1-894369-16-5.

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Canadian Association for Health, Physical Education, Recreation and Dance. *Moving to Inclusion*. CAHPERD, 403-2197 Riverside Drive, Ottawa, K1H 7X3 – [www.cahperd.ca](http://www.cahperd.ca) (for many health and physical education resources)

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## **Coded Expectations, Healthy Active Living Education, Grade 11, Open, PPL30**

### **Physical Activity**

#### **Overall Expectations**

- PAV.01** · demonstrate personal competence in applying movement skills and principles;  
**PAV.02** · apply their knowledge of guidelines and strategies that can enhance their participation in recreational and sports activities.

#### **Specific Expectations**

##### **Movement Skills**

- PA1.01** – demonstrate the development of movement skills in a variety of physical activities (e.g., performing such skills as an overhead serve in volleyball, a parallel turn in downhill skiing, or a j-stroke in canoeing);  
**PA1.02** – apply movement principles to refine their movement skills (e.g., using all of the joints that can be effectively used to produce maximum force, as in an overhead clear in badminton or a slapshot in hockey).

##### **Sports and Recreation**

- PA2.01** – apply the specific rules and guidelines for participation in recreational and sports activities, including team, group, dual, and individual activities (e.g., yellow card infractions in soccer, appropriate breathing patterns in weight training, strategies for effective performance in tennis);  
**PA2.02** – explain factors (e.g., motivation, equipment, preparation such as warm-ups, safety issues) that affect performance and participation in recreational and sports activities;  
**PA2.03** – use ethical strategies and tactics to enhance their performance in specific situations and conditions (e.g., using a high underhand serve in beach volleyball to take advantage of wind and sun conditions);  
**PA2.04** – describe career opportunities in the fields of sports, recreation, health, and physical education after doing research using such resources as the Internet and software programs.

### **Active Living**

#### **Overall Expectations**

- ALV.01** · participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;  
**ALV.02** · demonstrate improved physical fitness;  
**ALV.03** · demonstrate responsibility for their personal safety and the safety of others.

#### **Specific Expectations**

##### **Active Participation**

- AL1.01** – participate regularly in physical activity, using community and school facilities and choosing from a wide variety of activities, including individual, small- and large-group, outdoor, and aquatics activities;  
**AL1.02** – demonstrate personal improvement in their performance of a variety of physical activities;  
**AL1.03** – explain the benefits of lifelong participation in different physical activities (e.g., social interaction, enjoyment, relaxation, self-esteem);

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**AL1.04** – describe strategies that will affect their choice of activities and encourage lifelong participation and enjoyment (e.g., choosing an activity that appeals to them and that promotes personal skills and abilities);

**AL1.05** – demonstrate positive, responsible personal and social behaviour in physical activity settings (e.g., encouraging and helping others, striving for personal bests, showing respect for others, demonstrating good sportsmanship);

**AL1.06** – demonstrate leadership (e.g., planning and leading in-class activities);

**AL1.07** – identify Canadian leaders in physical activities and describe their leadership qualities.

### **Physical Fitness**

**AL2.01** – maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty-minute time period four times per week);

**AL2.02** – explain the physiological benefits of physical activity (e.g., improved strength, endurance, energy);

**AL2.03** – assess personal health-related physical fitness in relation to their personal health goals (e.g., monitor their heart rate and breathing with regard to their target zones during a vigorous cross-country skiing session);

**AL2.04** – create daily personal health-related physical fitness programs (e.g., apply dietary principles in building healthy body mass) and adopt strategies that promote lifelong participation.

### **Safety**

**AL3.01** – apply appropriate guidelines and procedures for safe participation in physical activity (e.g., using appropriate equipment and facilities, wearing appropriate attire, meeting expectations regarding supervision, understanding the importance of proper posture in minimizing injury);

**AL3.02** – demonstrate behaviour that minimizes risk to themselves and others (e.g., doing warm-ups, checking slope conditions before downhill skiing);

**AL3.03** – describe the resources and community agencies that provide assistance in emergency situations associated with physical activity.

## **Healthy Living**

### **Overall Expectations**

**HLV.01** · demonstrate an understanding of sexual and reproductive health;

**HLV.02** · demonstrate, in a variety of settings, the knowledge and skills that reduce risk to personal safety;

**HLV.03** · describe the influence of mental health on overall well-being.

### **Specific Expectations**

#### **Healthy Growth and Sexuality**

**HL1.01** – describe factors (e.g., environmental, hormonal, nutritional) affecting reproductive health in males and females;

**HL1.02** – demonstrate an understanding of causes and issues related to infertility;

**HL1.03** – demonstrate the skills needed to sustain honest, respectful, and responsible relationships;

**HL1.04** – describe sources of information on and services related to sexual and reproductive health;

**HL1.05** – assess reproductive and sexual health care information and services.

#### **Personal Safety and Injury Prevention**

**HL2.01** – describe different types of violence (e.g., relationship violence – physical, verbal, sexual, emotional);

**HL2.02** – demonstrate an understanding of the causes of relationship violence;

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- HL2.03** – identify and analyse the indicators of violence in interpersonal relationships, as well as appropriate intervention strategies;
  - HL2.04** – assess solutions and strategies for preventing and eliminating relationship violence;
  - HL2.05** – analyse the leading causes of injury and injury-associated deaths among adolescents (e.g., unwise risk taking, alcohol and drug abuse, life stresses);
  - HL2.06** – demonstrate an ability to minimize the risks of injury for adolescents;
  - HL2.07** – assess strategies for reducing injuries and injury-associated deaths among adolescents (e.g., personal and legal action, educational programs designed to reduce the risk of death from motor vehicle accidents).

### **Mental Health**

- HL3.01** – describe the characteristics of an emotionally healthy person (e.g., positive self-concept, ability to manage stress effectively, ability to work productively);
- HL3.02** – demonstrate the skills that enhance personal mental health (e.g., coping strategies for stress management);
- HL3.03** – analyse the factors (e.g., environmental, genetic) that influence the mental health of individuals and lead to the prevalence of mental health problems in the community;
- HL3.04** – describe the impact of mental health disorders (e.g., phobias, anxiety disorder, schizophrenia, affective disorders) on a person’s emotional and physical health;
- HL3.05** – identify and describe suicidal behaviours and strategies for suicide prevention.

### **Living Skills**

#### **Overall Expectations**

- LSV.01** · use decision-making and goal-setting skills to promote healthy active living;
- LSV.02** · demonstrate an ability to use stress management techniques;
- LSV.03** · demonstrate the social skills required to work effectively in groups and develop positive relationships with their peers.

#### **Specific Expectations**

##### **Decision Making**

- LS1.01** – describe their understanding of what constitutes healthy active living (e.g., a lifestyle that stresses the importance of exercise and healthy eating);
- LS1.02** – apply strategies to establish priorities and set goals;
- LS1.03** – identify common obstacles to successful decision making;
- LS1.04** – explain the advantages, disadvantages, and possible consequences of risk-taking behaviour;
- LS1.05** – describe how to determine whether a risk is worth taking or not.

##### **Stress Management**

- LS2.01** – describe the positive and negative effects of stresses that are part of daily life;
- LS2.02** – explain physiological responses to stress;
- LS2.03** – use appropriate strategies for coping with stress and anxiety (e.g., relaxation, meditation, exercise, reframing);
- LS2.04** – demonstrate an understanding of change and its impact on an individual’s health.

##### **Social Skills**

- LS3.01** – explain aspects of the process of group dynamics (e.g., organizational culture, stages of group development, characteristics of the group, function of the group);
- LS3.02** – evaluate group effectiveness (e.g., ability to complete tasks, group satisfaction, quality of product);
- LS3.03** – use strategies for giving constructive feedback to individuals and groups;
- LS3.04** – explain their contribution to the maintenance of positive peer relationships.

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## Unit 3: Healthy Living

Time: 30 hours

### Unit Description

Students will investigate the impact of health issues on themselves and others while studying sexual and reproductive health, relationship violence, personal safety, and mental health. Students will demonstrate an understanding of the strategies and skills required in making good decisions, setting goals, and managing stress. The connection between positive mental health and healthy relationships will be examined and related to a healthy lifestyle.

### Strand(s) & Expectations

**Strand(s):** Healthy Living, Living Skills

**Overall Expectations:** HLV.01, HLV.02, HLV.03, LSV.01, LSV.02.

**Specific Expectations:** HL1.01, HL1.02, HL1.03, HL1.04, HL1.05, HL2.01, HL2.02, HL2.03, HL2.04, HL2.05, HL2.06, HL2.07, HL3.01, HL3.02, HL3.03, HL3.04, HL3.05, LS1.01, LS1.02, LS1.03, LS1.04, LS1.04, LS2.01, LS2.02, LS2.03, LS2.04.

### Unit Synopsis Chart

Act.	Expectations/ AC Category	Assessment/Evaluation
1	HLV.01, K/U; HL1.01, C; HL1.02, K/U; HL1.04, C; HL1.05, T/I; LS2.02, C	- Formative assessment of the worksheets on sources of information and services related to sexual and reproductive health - Formative assessment of the handout on infertility by looking for completion - Summative evaluation to assess students' degree of analysis with the Advice Letter homework assignment using a marking scheme
2	HL1.03, A; LS1.02, A; LS1.03, K/U	- Formative peer-assessment of good relationship skills using a completion checklist - Formative assessment of students' application of the SMART Principle using rubric - Summative teacher evaluation using rubric for relationship role play
3	HLV.03, C; LSV.02, A; HL3.01, C; HL3.02, A; LS1.01, C; LS2.03, A	- Formative assessment of the worksheet identifying stressors and coping strategies. The teacher assesses the handout for strategies that demonstrate skills that enhance personal mental health. - Summative evaluation of mini-demonstrations on relaxation techniques - Formative self-assessment using a self-survey about well-being
4	HL3.03, T/I; HL3.04, C; HL3.05, K/U; LS2.01, C	- Formative assessment using the Communication category from the Achievement Chart - Summative evaluation on stress pamphlet using a marking scheme - Formative assessment on factors that effect internal and external health using the Thinking/Inquiry Skills category from the Achievement Chart - Formative assessment on the Mental Disorders worksheet by assessing for completion - Summative evaluation of the Suicide Case Study using a marking scheme

5	HL2.01, C; HL2.02, K/U; HL2.03, K/U; HL2.04, T/I; LS2.01, C	<ul style="list-style-type: none"> <li>- Formative assessment on the types of violence using a rubric to assess Communication</li> <li>- Formative assessment of causes of relationship violence during class discussion</li> <li>- Formative peer assessment of relationship violence case scenarios using a simple checklist</li> <li>- Formative assessment of the worksheet on solutions and strategies for preventing relationship violence by checking for completion</li> </ul>
6	HLV.02, K/U; HL2.05, T/I; HL2.06, A; HL2.07, T/I; LS1.04, C; LS1.05, C; LS2.02, C; LS2.04, K/U	<ul style="list-style-type: none"> <li>- Formative assessment of notes regarding the leading causes of injury and injury associated deaths by checking for completion</li> <li>- Formative peer assessment of how to minimize the risk of injuries to adolescents using a simple checklist</li> <li>- Formative assessment of the physiological responses to stress based on the Communication category of the Achievement Chart</li> <li>- Formative assessment of the worksheet on risk-taking behaviours by checking for completion</li> <li>- Formative assessment of communication skills by taking the Communication category of the Achievement Chart into consideration while students participate in class discussions (LS1.04)</li> <li>- Formative assessment of change and its impact on health using the Knowledge/Understanding category of the Achievement Chart during the debates</li> <li>- Summative evaluation of the personal safety presentations using a marking scheme</li> <li>- Summative evaluation using an observation checklist to determine the student's ability to demonstrate the knowledge/skills to reduce personal risk (HLV.02)</li> </ul>

For some useful teacher and student resources for this activity, see [www.ophea.net](http://www.ophea.net).

### Scope and Sequence of Unit Activities from Grade 9 to Grade 11

Grade 9	Grade 10	Grade 11
Understanding Sexuality and Sexual Relationships	Investigating Healthy Body Image	Understanding Sexual and Reproductive Health
Investigating Protective Measures Regarding Sexuality	Creating a Healthy Eating Plan	Practising Decision Making and Goal Setting Within Healthy Relationships
Demonstrating Assertiveness and Decision making	Exploring Environmental Influences on Sexuality	Positive Mental Health
Understanding Substance Use and Abuse	Understanding Sexuality and Choices and Decisions	Exploring Mental Disorders, Stress, and Suicide
Using Strategies to Manage Substance Use and Abuse	Describing Substance Use and Abuse	Understanding Relationship Violence
Understanding Violence	Discussing Conflict Resolution	Understanding Risk-Taking Behaviours
Using Strategies to Manage Conflict	Practising Anger Management and Mediation	
Understanding Cardiopulmonary Resuscitation		

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## Activities: Titles and Times

Activity 1	Understanding Sexual and Reproductive Health	240 minutes
Activity 2	Practising Decision Making and Goal Setting Within Healthy Relationships	240 minutes
Activity 3	Positive Mental Health	300 minutes
Activity 4	Exploring Mental Disorders, Stress, and Suicide	420 minutes
Activity 5	Understanding Relationship Violence	240 minutes
Activity 6	Understanding Risk-Taking Behaviours	360 minutes

## Unit Planning Notes

This unit provides students with opportunities to acquire and discuss information related to healthy living. Due to the nature of the health topics, teachers should be aware of and be sensitive to students' needs, individual life circumstances, cultural beliefs, and values. Teachers should consider investigating appropriate community counselling and support services that are available for students and consider booking speakers from community agencies. Teachers should use a variety of media products when appropriate and read/preview them carefully for the presentation of accurate and up-to-date information. Role plays and scenarios are useful tools for students to practise living skills. Teachers should develop scenarios that are realistic and reflect students' needs. Where appropriate, teachers should be aware of the legal implications and the consequences of policies related to the health topics being presented. The teacher should frame each lesson by identifying the learning expectations and connecting and clarifying the assessment/evaluation strategies to ensure students have clear targets to work towards.

Develop some tone setting activities to help students get to know each other, identify classroom expectations, and establish rules for discussion at the beginning of each healthy living activity.

To facilitate class discussions about sensitive issues, teachers should be aware that their own deeply held beliefs, and those of their students, may be challenged. Preparation for such discussions requires thoughtful, sensitive consideration to ensure balanced leadership by the teacher and respect for the various points of view which may be expressed.

The role of the teacher is not to determine a "correct" position, but rather to ensure the provision of a positive, respectful, and supportive learning environment, which will encourage students to share their responses, explore issues, and express their concerns. Teachers should not offer personal opinions regarding belief systems. To ensure supportive and respectful dialogues, teachers should prepare students in understanding the concept of "point of view." As students experience opportunities to hear and explore diverse viewpoints, some of which may conflict with their own, the teacher can guide the development of the critical thinking skills necessary to expand perspectives.

Teachers are encouraged to set the tone before beginning discussions regarding sensitive issues. Clear "ground rules" for discussion with students should be established, taking the following into consideration:

- everyone has the right to think what he/she wants; no one should try to take this right away
- many different viewpoints may arise during discussions
- because of personal values and beliefs, some people are accepting of differences, while others are not. Classroom conversations will focus on understanding a variety of personal values and beliefs, not on judging them.
- our thoughts and feelings alone do not have negative effects on people; hurtful behaviours do
- a person may not agree with others' opinions, but needs to treat all individuals with dignity and respect

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## **Prior Knowledge & Skills**

To successfully accomplish the activities in this unit, students should have:

- knowledge and skills related to health topics as identified in the curriculum of previous grades
- group work skills (e.g., jigsaw)
- note-taking skills
- Library/Resource Centre and Internet research skills
- ability to use a rubric to assess self and/or peers
- appropriate behaviour when guest speakers visit
- self-and peer assessment
- debating skills

## **Teaching/Learning Strategies**

Focus on providing students with opportunities to interact, communicate, think, and apply their knowledge with respect to healthy living. The teaching/learning strategies used in this unit include: direct instruction, indirect instruction, interactive instruction, and independent instruction. For some useful teacher and student resources for this activity, see [www.ophea.net](http://www.ophea.net).

## **Assessment & Evaluation of Student Achievement**

This unit provides students with the opportunity to make wise personal choices related to healthy living topics. Decision-making skills are formatively and summatively assessed throughout the unit in connection with different health topics. The impact of media on decision-making is assessed throughout the unit. A variety of assessment strategies that address the individual needs and different learning styles of students is used, including: pencil-and-paper (quiz, test, directed written), oral or visual assignment, performance task (projects/assignments, presentations), personal communication (instructional questions and answers, classroom discussion, journals/logs). The teacher and students use the following Assessment Tools: observation checklist, rubrics, answer sheet/checklist, and marking scheme. Ongoing formative and summative assessment will grant students ample opportunity to demonstrate their knowledge and skills.

## **Accommodations**

Consider the following accommodations, when appropriate, to address the needs of students in your class:

- provide a visual outline of lessons on the blackboard, overhead, or handout;
- provide key visuals or graphic organizers for assignments as an alternative;
- partner students to work with appropriate people or resources;
- provide key vocabulary or reference notes;
- assist students to recall prior knowledge before introducing new information;
- use appropriate visual materials rather than print material to convey information;

Access the Special Education Companion from the Ministry of Education electronic Curriculum Unit Planner for additional suggestions to ensure the success of exceptional students. Teachers should also refer to the exceptional students' IEPs to ensure that recommendations are followed.

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## Resources

Harper, Mark, Ken O'Connor, and Marilyn Simpson, *Quality Assessment – Fitting the Pieces Together*. Toronto: OSSTF, 1999. ISBN 0-920930-47-6

Johnson, David W. and Roger T. Johnson. *Creative Conflict*. Minnesota: Cooperative Learning Centre, 1987.

Kearns, Tim, Carole Pickering, and John Twist. *Managing Conflict: A Practical Guide to Conflict Resolution for Educators*. Toronto: OSSTF, 1992. ISBN 0-920930-54-9

Keister, Susan, Molly Laird, Myra Immell, and Linda Barr. *Lions-Quest Skills for Action Exploring the Issues: Promoting Peace and Preventing Violence*. Ohio: Quest International. ISBN 1-56096-148-6

Mang, Lesley and Al Robertson. *Healthwise II*. Toronto: Nelson Canada, 1990. ISBN 0-17-602668-1

McCoy, Kathy, PhD. and Charles Wibbelsman, M.D. *The Teenage Body Book*. New York: The Berkley Publishing Company, 1992. ISBN O-399-5253

Meeks, Linda and Heit, Phillip. *Violence Prevention*. Blacklick, OH: Meeks Heit Publishing Company, 1995. ISBN 0-9630009-6-9

Rice, Philip F. *The Adolescent: Development, Relationships, and Culture*, 8th Ed. Massachusetts: Allyn and Bacon, 1996. ISBN 0-205-18444-8

Shallhorn, Jack, Marilyn Simpson, and Marcia Smellie. *Social Issues II: A Guide to AIDS, Substance Use, Violence, Eating Disorders*. Toronto: OSSTF, 1990. ISBN 0-920930-48-4

York District School Board. *Sensitive Issues in the Classroom*, 1997.

Local Public Health Unit

Local Community Police Department

### Website

[www.ophea.net](http://www.ophea.net)

## Activity 1: Understanding Sexual and Reproductive Health

**Time:** 240 minutes

### Description

Students demonstrate an understanding of sexual and reproductive health. They describe causes and issues related to infertility. Sources of information and services are identified.

### Strand(s) & Learning Expectations

**Strand(s):** Healthy Living and Living Skills

#### Overall Expectations

HLV.01 - demonstrate an understanding of sexual and reproductive health.

#### Specific Expectations

HL1.01 - describe factors (e.g., environmental, hormonal, nutritional) affecting reproductive health in males and females;

HL1.02 - demonstrate an understanding of causes and issues related to infertility;

HL1.04 - describe sources of information on and services related to sexual and reproductive health;

HL1.05 - assess reproductive and sexual health care information and services;

LS2.02 - explain physiological responses to stress.

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## Planning Notes

The teacher should consider the following preparation for the delivery of this activity:

- Provide a worksheet on the factors affecting reproductive health in males and females.
- Provide a handout of services available in your local community.
- Provide a handout listing infertility discussion questions.
- Prepare an Advice Letter homework assignment scenario and marking scheme.

## Prior Knowledge & Skills

To successfully accomplish the activity, students need:

- group work skills
- prior knowledge attained in previous grades (e.g., health-related components on sexuality and reproduction)
- note-taking skills

## Teaching/Learning Strategies

1. Have the class brainstorm the concepts connected with sexual and reproductive health by completing a word association web. The teacher and students use some of the concepts from the web to create a class definition of sexual and reproductive health. The definition could incorporate the following:

### Sexual Health

- appreciation of one's body
- appropriate and respectful interaction with both genders
- appropriate expressions of love and intimacy
- avoiding exploitative relationships
- identification of values
- responsibility for one's own behaviour
- enjoying sexual feelings without necessarily acting on them
- understand consequences of sexual activity (talk with partner about sexual activity, limits, contraception and meaning of relationship, prior to sexual activity)
- practice health-promoting behaviours (regular check-ups – pap, testicular exams)
- understanding the impact of media messages
- seek information about sexuality as needed
- able to negotiate and communicate sexual limits

### Reproductive Health

- anything pertaining to, or affecting reproduction
- the physical ability to produce offspring
- awareness of what is normal and abnormal in regards to reproductive organs (discharge, lumps, etc.)
- pre-conceptual health (nutrition, physical activity, etc.)
- prenatal health (nutrition, physical activity, etc.)

Explain the components of these definitions emphasizing the differences between reproductive and sexual health.

2. Using the jigsaw strategy, organize the class into groups. Provide each group with one factor that affects reproductive health in males and females. Ask each group to define the effect of this factor on reproductive health, for example:

*Environmental* – chemical exposure

*Nutritional* – anorexia

*Hormonal* – imbalance affecting the cycle

*Sexual History* – sexually transmitted disease

*General Health* – cancer

*Physiological Response to Stress* – may disrupt menstrual cycle, change in sexual interest, change in appetite

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- The teacher should circulate while group discussions are going on to assist in the facilitation of the discussions. Students return to their home groups to share the information and record their findings.
3. Students complete a worksheet with a partner, by identifying: i) sources of information and services related to sexual and reproductive health; ii) assessing each of the sources on various components such as availability, cost, reliability, anonymity, comfort level, etc. After completion of the sheet, the teacher generates a master list on the board. The teacher provides a handout of services available in the community.
  4. The teacher begins a class discussion with questions such as the following:
    - a) What is infertility? (Partners in Fertility, pamphlet - Serono)
      - no conception after 12 months of unprotected regular intercourse
      - infertility affects about 10% of young adults
      - in 40% of the cases, the fertility problem is with males, in 40% of the cases the fertility problem is with females, and in 20% of the cases it is both or unknown
    - b) What are some possible causes of infertility in males?
      - sperm quality (radiation, heat, tight clothing, mumps, varicose veins)
      - frequency of ejaculation (sperm not ejaculated within 1 month dies and mixes with new sperm thereby decreasing the count of live sperm)
      - healthy weight (levels of body fat influence levels of hormones circulating in the blood stream)
      - healthy nutrition (certain nutritional deficiencies can effect development of the sperm – need linoleic acid, vitamin A, vitamin E, and zinc)
      - alcohol – excessive intake of alcohol has been shown to lower sperm count and may interfere with the ability to maintain an erection and can mutate the sperm
    - c) What are some possible causes of infertility in females?
      - PID – Pelvic Inflammatory Disease (scarring of the fallopian tubes)
      - Endometriosis (uterine tissue growing outside the uterus, often on the ovaries, fallopian tubes, or in the abdominal cavity)
      - cycle irregularities (problems with ovulation, lining thickness, mucous)
      - smoking – can interfere with normal egg production and menstrual cycles
      - healthy weight and nutrition – 10 to 15% below normal weight can interfere with a woman's fertility (often affects menstrual cycles) and obesity can lead to a decrease in frequency of ovulation
    - d) What issues do people need to deal with who are experiencing difficulties with infertility?
      - individual reactions and emotions
      - impact on a relationship
      - the decision to have or not to have a child
    - e) What issues would a couple need to consider if they were experiencing infertility problems?
      - solving or treating the underlying problem if possible (e.g., chemical, sperm wash, invitro-fertilization) by taking into consideration finances, beliefs, etc.
      - adoption
      - surrogate motherhood

Students record information on a provided handout addressing these questions.
  5. As a homework assignment, students adopt the role of an advice columnist who responds to a letter from a person seeking advice about infertility and its effect on their relationship. In their response letter, students will first identify the differences between sexual and reproductive health. They will identify some possible causes of infertility, possible solutions, and sources of information and services available. Students submit this letter for evaluation by the teacher.

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## Assessment & Evaluation of Student Achievement

The teacher and students gather evidence of learning expectations outlined for this activity through:

- a formative assessment of worksheets on sources of information and services related to sexual and reproductive health (HL1.04, HL1.05)
- a formative assessment of the handout on infertility by looking for completion (HL1.02)
- a summative evaluation to assess students' degree of analysis with the Advice Letter homework assignment using a marking scheme (HLV.01, HL1.02, HL1.04)

## Resources

Donatelle, Rebecca J. and Lorraine G. Davis. *Access to Health*. Toronto: Allyn and Bacon, 1998. ISBN 0 – 205 – 27236 - 3

Central West Preconceptual Health Working Group. *Planning for Pregnancy*. Ontario Central West Region Health Unit, 1996.

Hughes, Edward G. and Mary Louise Beecroft. *Partners in Fertility*. Hamilton: Serono Canada, 1999. ISBN 1-800-387-9749

[www.ophea.net](http://www.ophea.net) - teacher and student resources for this activity

## Activity 2: Practising Decision Making and Goal Setting Within Healthy Relationships

**Time:** 240 minutes

### Description

Students demonstrate the skills necessary to maintain healthy relationships and apply goal-setting strategies by examining case studies and role playing scenarios.

### Strand(s) & Learning Expectations

**Strand(s):** Healthy Living and Living Skills

#### Specific Expectations

HL1.03 - demonstrate the skills needed to sustain honest, respectful, and responsible relationships;

LS1.02 - apply strategies to establish priorities and set goals;

LS1.03 - identify common obstacles to successful decision making.

### Planning Notes

The teacher should consider the following preparation for the delivery of this activity:

- Provide a handout listing “The Ten Characteristics of a Good Relationship.”
- Prepare a completion checklist of “The Ten Characteristics of a Good Relationship.”
- Prepare the relationship scenario task cards.
- Prepare an overhead on the IDEAL Decision-Making Model.
- Prepare case study task cards using the SMART Principle.
- Use a rubric to evaluate the Relationship Role-Play. Plan the framework and develop rubric with students using criteria for the role play.
- Be sensitive to the variety of relationships and family structures that exist in society.

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## Prior Knowledge & Skills

To successfully accomplish the activity, students should have:

- group work skills
- prior learning attained in previous grades (e.g., IDEAL Decision-Making Model, SMART Principle)
- note taking from discussions

## Teaching/Learning Strategies

1. Students brainstorm, as a class, the types of relationships that exist in a variety of settings (e.g., home, school, sports, TV, work, etc.). Some examples of relationships might include: parental, sibling, friend, partner, mentor, employer, peer, etc.
2. Ask students to work with a partner and think of couples they know who are in a healthy relationship. Have them list the characteristics that they feel make the relationship healthy. Develop a class list of the Ten Characteristics of a Good Relationship that the class can all agree on.

Upon completion of the class-generated list, have students compare their list with the handout entitled:

“The Ten Characteristics of a Good Relationship”

- i) Trust – Partners are able to confide in each other openly, knowing their confidences will be respected.
- ii) Togetherness – In a healthy relationship, two people create a sense of both intimacy and autonomy. They each enjoy each other’s company but also pursue solitary interests.
- iii) Expressiveness – Partners in healthy relationships say what they feel, need, and desire.
- iv) Staying Power – Couples in committed relationships keep their bond strong through tough times by proving that they will be there for each other.
- v) Security - Because a good relationship is strong enough to absorb conflict and anger, partners know they can express their feelings honestly.
- vi) Laughter – Humour keeps things in perspective.
- vii) Support – Partners in good relationships continually offer each other encouragement, comfort, and acceptance.
- viii) Physical Affection - Sexual desire may fluctuate or diminish over the years, but partners in loving, long-term relationships usually retain some physical connection.
- ix) Personal Growth – In the best relationships, partners are committed to bringing out the best in each other and have the other’s best interests at heart.
- x) Respect – Caring partners are aware of each other’s boundaries, need for personal space, and vulnerabilities. They do not take each other or their relationship for granted.

Students will then be involved in role-play scenarios where they are to demonstrate the qualities of a good relationship in dealing with a particular situation. Students may develop their own scenarios or use the provided scenarios listed below.

- Scenario 1 – You and your partner have very different views on what you want to do on your Friday night date. You want to go to the movies and he/she wants to go to the hockey game.
- Scenario 2 – You have had a bad day at school and you took your frustrations out on your partner when you saw them after school. You realise later that your comments were out of line.
- Scenario 3 – Your partner wants you to stay out late because you are having a really good time. You know you will be grounded if you stay out past your curfew.
- Scenario 4 – Your partner has been very quiet lately and you feel that he/she is ignoring you. You don’t know what the problem is.

- Scenario 5 – You are upset because your partner has once again turned on the TV to watch the football game, when really you should be doing your homework.
- Scenario 6 – You are disappointed that your partner forgot your monthly anniversary.
- Scenario 7 – You are ready to go out for the evening but your partner is taking a long time getting ready.

Role-plays are performed and students observing identify the techniques being used (completion checklist of 10 Characteristics), and discuss their relative effectiveness.

3. The teacher reviews the IDEAL decision-making model using an overhead. The model should include:

- *Identify* the decision to be made (What is it? Is there more than one decision to be made?)
- *Discuss* the decision options and their consequences (What are the positive and negative consequences?)
- *Evaluate* the options and select a choice (Which solution is the best choice?)
- *Act* on your decision (Follow through. Is there anything else you need to consider?)
- *Learn* from your decision (What did you learn? Would you make the same choices again?)

Students will apply the IDEAL decision-making model to a case study/scenario. The following provides an example of a case study/scenario:

Susan has a major assignment due tomorrow. Her boyfriend has two tickets to see a popular rock band tonight. Apply the IDEAL model to help Susan make a successful decision.

Following the decision-making process, the teacher takes up the scenario by getting students to share their answers. The teacher reviews with students that failing to fully utilize one of the steps of the decision-making model can lead to obstacles in successful decision making. (e.g., If you skip one of the steps, what could happen?)

4. Students work in partners for a case study assignment. The teacher assigns each pair a case study. Students identify the behaviour they would like to see changed and then explain how they would like to see this changed using the SMART Principle to set short-term and long-term goals for behaviour change based on their scenario. (Specific, Measurable, Attainable, Realistic, Time). Students outline a plan of action for these goals, looking at their strengths, limitations, obstacles, and solutions to the problem, and record all findings in their notebook.

- Case Study 1 – Chris who is age 18 regularly abuses his/her partner both mentally and physically.
- Case Study 2 – Alex, aged 17, is a warm, generous person who is 40 pounds overweight. Alex’s partner keeps threatening to leave if the weight is not lost.
- Case Study 3 – Miho, aged 16, is a shy, quiet individual whose partner likes to hang out with the people from work on a regular basis. Miho is often not invited to share in these activities.

Students responding on the same case study form a group and share their information. Upon the conclusion of group discussions, one selected member from each large case study group will report their findings to the class. The teacher assesses each group using a SMART Principle rubric.

5. In small groups, students develop relationship role-plays. The teacher explains to students that they need to see the following in their role-plays:
  - A clearly defined goal that students want to achieve (e.g., a couple wants to save enough money to take a limo to their formal)
  - Demonstrated use of the SMART Principle to reach the goal
  - Identified obstacles to decision making
  - Demonstrated skills in the role-play that address “The Ten Characteristics of a Good Relationship” from a text

Use a rubric Relationship Role-Play, the teacher evaluates students.

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## Assessment & Evaluation of Student Achievement

The teacher and students gather evidence of learning expectations outlined for this activity through:

- a formative peer assessment of good relationship skills using a completion checklist (HL1.03)
- a formative assessment of students' application of the SMART Principle using a rubric (LS1.02)
- a summative teacher evaluation using a rubric for the Relationship Role-Play. (HL1.03, LS1.02, LS1.03)

## Resources

Donatelle, Rebecca J. and Lorraine G. Davis. *Access to Health*. Toronto: Allyn and Bacon, 1998. ISBN 0 – 205 – 27236 – 3

Hales, Dianne. *An Invitation to Health*, 8th ed. Toronto: Brooks/Cole Publishing Company, 1999. ISBN 0 – 534 – 35733 – 4

Angus, Kathy and Lynda Vera. *Healthy Self-Esteem*. Region of Peel, 1993.

[www.ophea.net](http://www.ophea.net) - teacher and student resources for this activity

## Activity 3: Positive Mental Health

**Time:** 300 minutes

### Description

Students describe what constitutes an emotionally healthy person. They use case studies and group work to identify common stressors and coping strategies for stress. Students demonstrate common relaxation techniques.

### Strand(s) & Learning Expectations

**Strand(s):** Healthy Living and Living Skills

#### Overall Expectations

HLV.03 - describe the influence of mental health on overall well-being;

LSV.02 - demonstrate an ability to use stress management techniques.

#### Specific Expectations

HL3.01 - describe the characteristics of an emotionally healthy person (e.g., positive self-concept, ability to manage stress effectively, ability to work productively);

HL3.02 - demonstrate the skills that enhance personal mental health (e.g., coping strategies for stress management);

LS1.01 - describe their understanding of what constitutes healthy active living (e.g., a lifestyle that stresses the importance of exercise and healthy eating);

LS2.03 - use appropriate strategies for coping with stress and anxiety (e.g., relaxation, meditation, exercise, reframing).

### Planning Notes

The teacher should consider the following preparation for the delivery of this activity:

- Develop a self-survey on well-being.
- Develop an overhead on the definition and characteristics of mental health.
- Prepare a worksheet listing stress case studies.
- Prepare a handout listing coping strategies.
- Book a guest speaker from the community mental health association.
- Develop a marking scheme for relaxation technique demonstrations.

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## Prior Knowledge & Skills

To successfully accomplish the activities in this unit, students need:

- group work skills
- note taking from discussions
- Library/Resource Centre and Internet research skills
- appropriate behaviour when a guest speaker presents
- prior knowledge attained in previous grades (e.g., active living, physical fitness, personal safety and injury prevention, conflict resolution, social skills)

## Teaching/Learning Strategies

1. Students complete a self-survey on well-being. Upon completion of the survey the teacher discusses students' findings. This discussion includes the question, "What constitutes a mentally healthy person?" Students copy notes from an overhead on this topic. The National Mental Health Association describes mentally healthy people as those who:

- *Feel comfortable about themselves.* They are not overwhelmed by their own feelings, and they can accept many of life's disappointments in stride. They experience all of the human emotions (for example, fear, anger, love, jealousy, guilt, joy) but are not overcome by them.
- *Feel right about other people.* They feel comfortable with others and are able to give and receive love. They are concerned about the well-being of other people and have relationships that are satisfying and lasting.
- *Are able to meet the demands of life.* Mentally healthy people respond to their problems, accept responsibility, plan ahead without fearing the future, and are able to establish reachable goals.

Mentally healthy people experience stress, frustrations, feelings of self-doubt, failure, and rejection. What distinguishes the mentally healthy is their resilience. Resilience is a person's ability to recapture their sense of emotional wellness within a reasonable time using a variety of coping strategies. (An example of resilience - If your partner breaks up with you, are you able to overcome this emotionally and eventually start seeing other people?)

2. The teacher emphasizes the influence of mental health on overall well-being.

The teacher begins by defining the following:

- *Stress:* the effect of an event on your mind and body. These effects can be both helpful or harmful; the forms of stress can be either positive (e.g., school dance, wedding) or negative (e.g., break-ups, death of a family member or close friend)
- *Stressors:* situations and experiences that cause stress

Each student generates a list of stressors. The teacher lists categories on the board and students place their stressors in the appropriate category. This list is copied into their notebooks.

- Physical Stressors – (e.g., bacteria, smoke, lack of sleep, injury)
- Social Stressors – (e.g., rejection, embarrassment, ridicule, arguments)
- Intellectual Stressors – (e.g., mental fatigue, inability to comprehend)
- Emotional Stressors – (e.g., anger, lack of love, mistrust)
- Spiritual Stressors – (e.g., guilt, moral conflicts, lack of meaning or purpose in life)
- Environmental Stressors – (e.g., lack of money, shelter, food)

Using the following Stressor Case Studies provided on a worksheet, students identify the stressors associated with each case (second column of the chart). At the conclusion of filling in the column the teacher leads a class discussion to summarize their findings.

(Note: the Coping Strategy column is completed during Teaching/Learning Strategy 4)

Case Study	Stressor	Coping Strategy
Case 1 – There’s a girl on my street that I like, but whenever I’m near her I get really tongue-tied, or I stutter. I start to sweat and I drop things. Sometimes I avoid her, even though I really like her.	Social Stressor	
Case 2 – My Dad has just been laid off from his job and doesn’t know when he’ll be called back. What Mom makes isn’t enough to support the family and we have no savings. Dad has started drinking, and we all feel miserable.	Environmental Stressor Social Stressor	
Case 3 – I’m really in a panic because I’ve got a science exam tomorrow and I haven’t done any work for it. I actually feel a little sick to my stomach.	Intellectual Stressor	

The teacher will assess the handout for strategies that demonstrate skills that enhance personal mental health.

- Students do a snowballing activity to brainstorm as many coping strategies for stress as they can. Students start working with pairs, then after a few minutes they join with another pair to form a group of four to share ideas. The groups will continue to combine to form groups of 8 and then 16. New ideas are added and discussed and when two groups remain, each group will present their final list to the class.

The teacher will then provide a Coping Strategy Handout and emphasize that stress is never completely avoidable, but a person can learn to cope with it. The following strategies will be helpful in coping with stress:

**Physical**

- maintain your health – exercise your body, eat a nourishing diet, and get enough sleep
- learn to relax – learn a relaxation exercise to release muscular tension, take up a hobby, take warm baths

**Mental**

- think positive thoughts – think of your strengths, think about things you’ve done well
- organize your time – sort out your tasks from most to least important; do small parts of a tough job, reward yourself, then continue to work
- value yourself – don’t blame yourself needlessly when things don’t go well; figure out what you can learn from your mistakes
- plan and think ahead – think about stressful situations and make plans to deal with them; make alternative plans in case what you are hoping for doesn’t happen
- express your feelings – laugh when you feel good and hug your family and friends; let yourself cry when you are feeling sad; reach out to comfort others when they are sad

**Social**

- communicate with people – say something nice to someone, discuss your problems with someone you trust
- seek new activities – pursue new hobbies, plan something fun and exciting, and spend time with someone who is calm and reassuring

Many of these coping mechanisms fall into what we call “Healthy Active Living.” If you are following a healthy active lifestyle you may notice you are better able to cope with stress.

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4. Students individually use the Coping Strategy Handout (provided in Teaching/Learning Strategy 3) and apply it to the Stressor Case Studies (in Teaching/Learning Strategy 2). With a partner, students share their responses. The teacher assesses the handout for completion.
  5. Invite a local community mental health worker to speak to students about stress counselling and available support systems. During the presentation students take notes on the techniques or available support systems discussed.
  6. The teacher introduces the topic of relaxation techniques. The class holds a brief discussion on what they do to relax or how they relieve stress. Students are then divided into small groups and asked to research on the Internet or in the Library/Resource Centre, one of the following given relaxation techniques: progressive relaxation exercise, yoga, breathing exercises, meditation, imagery, and massage. For preparation of the next class, students will prepare a mini-demonstration for the class on their researched relaxation technique. The demonstration could be evaluated using a checklist that could include the following for each relaxation technique: clear definition, where you go to get treatment or training, what equipment is necessary, cost, demonstration, questions handled with competency, etc.

### **Assessment & Evaluation of Student Achievement**

The teacher and students gather evidence of learning expectations outlined for this activity through:

- a formative self-assessment using a well-being self-survey (HL3.01)
- a formative assessment of a worksheet identifying stressors and coping strategies. The teacher will assess the handout for strategies that demonstrate skills that enhance personal mental health (HL3.02)
- a summative evaluation of mini-demonstrations on relaxation techniques (LSV.02, LS2.03)

### **Resources**

Centre for Addiction and Mental Health – [www.camh.net](http://www.camh.net)

Hahn, Dale B. and Wayne A. Payne. *Focus on Health*, 2nd ed. Indiana: Mosby – Year Book, Inc., 1994. ISBN 0-8016-7676-2

Hales, Dianne. *An Invitation to Health*, 8th ed. Toronto: Brooks/Cole Publishing Company, 1999. ISBN 0-534-35733-4

Sayad, Barbara W. and John Janowiak. *Instructor's Guide to Accompany Hale's An Invitation to Health*, 7th ed. Toronto: Brooks/Cole Publishing Company, 1997. ISBN 0-534-34535-2

Roberston, Al and Lesley Mang. *Healthwise 1*. Scarborough: Nelson Canada, 1990. ISBN 0-17-602666-5  
[www.ophea.net](http://www.ophea.net) - teacher and student resources for this activity

The National Mental Health Association

### **Activity 4: Exploring Mental Disorders, Stress, and Suicide**

**Time:** 420 minutes

#### **Description**

Students examine the impact of various mental disorders. A stress pamphlet is developed identifying stressors and appropriate coping strategies. Through the use of role-plays and a case study, students describe suicidal behaviours and look at strategies for suicide prevention.

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## **Strand(s) & Learning Expectations**

**Strand(s):** Healthy Living and Living Skills

### **Specific Expectations**

HL3.03 - analyse the factors (e.g., environmental, genetic) that influence the mental health of individuals and lead to the prevalence of mental health problems in the community;

HL3.04 - describe the impact of mental health disorders (e.g., phobias, anxiety disorder, schizophrenia, affective disorders) on a person's emotional and physical health;

HL3.05 - identify and describe suicidal behaviours and strategies for suicide prevention;

LS2.01 - describe the positive and negative effects of stresses that are part of daily life.

### **Planning Notes**

The teacher is encouraged to consider the following preparation for delivery of this activity:

- Provide a worksheet on the Positive and Negative Effects of Stressors.
- Prepare Stressors Communication Rubric.
- Prepare an overhead on the definition of mental disorder.
- Provide a worksheet on mental disorders and their impacts.
- Prepare a handout with the Stress Pamphlet Assignment Requirements.
- Develop a marking scheme to evaluate the Stress Pamphlet.
- Obtain local and national statistics on adolescent suicide from the local health department.
- Develop suicide warning-sign task cards.
- How to deal with student disclosure – teachers will need to know the school's policy on how to deal with specific student information that may be divulged during class discussions.
- Book a guest speaker – suicide prevention or help line counsellor.
- Prepare a handout on Tips on Suicide Prevention.
- Provide written case study for the suicide assignment.
- Develop a marking scheme to evaluate the Suicide Case Study Assignment.

**Note:** Teachers should ensure that students are not pressed to disclose personal, sensitive details and should have a plan in place to identify and support individuals for whom these topics are difficult.

### **Prior Knowledge & Skills**

To successfully accomplish the activities in this unit:

- group work skills, jigsaw
- note taking from discussions
- appropriate behaviour when a guest speaker presents
- prior knowledge attained in previous grades (e.g., conflict resolution, social skills, personal safety and injury prevention)

### **Teaching/Learning Strategies**

1. Students complete a worksheet, by filling in each cell with an explanation of the positive and negative effects of various stressors. Students share answers in small groups upon completion of the worksheet. The teacher assesses their communication with peers using a Stressors Communication Rubric.
2. Students will work individually on a pamphlet assignment. The teacher provides a handout with the required content for the pamphlet.

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Stress Pamphlet - Some stress can be good for you (e.g., if you want to do well on a test, some stress will motivate you to concentrate and study hard.). Too much stress can be harmful to your health (e.g., too much stress before a test may cause you to become anxious and do badly). Prepare a pamphlet on stress, offering young people suggestions on how to cope. Give your pamphlet a title and use illustrations to make it attractive. Be sure to include the following criteria: a) symptoms of stress b) how to prevent stress c) how to cope with stress d) where to find help

3. This pamphlet is handed in at the end of this activity and the teacher evaluates it using a marking scheme that addresses the four criteria listed above.

Students brainstorm what the term mental disorder means to them. The teacher then provides students with a mental disorder definition which is recorded in their notes from an overhead.

Mental Disorder: A person is considered to have a mental disorder when the changes in how a person perceives, thinks, and feels begin to interfere seriously with his or her daily life. People who have a mental disorder may find it difficult to make routine decisions, even simple ones like what to eat for breakfast or what to wear. They may withdraw from those who are close to them and feel unable to form new relationships.

The teacher has students generate a list of factors that effect internal and external health. The list could include some of the following:

- Internal Factors – genetic, hormonal, physical – neurological, physical fitness; personality
- External Factors – family influences – physical, sexual, emotional abuse; drug abuse, dietary deprivation, environmental – crime, unemployment, role models; availability of services and supports

The teacher will assess their communication amongst their peers using, as a framework, the Thinking Skills category of the Achievement Chart.

4. Using a jigsaw strategy (described on p. 14), students will research various mental disorders namely:
  - anxiety disorder – phobia, panic attack;
  - post-traumatic stress disorder;
  - obsessive-compulsive disorder;
  - schizophrenia;
  - seasonal affective disorder;
  - affective disorders;
  - depression.

Each expert group investigates one disorder. Students use a worksheet to record information that should include: a brief description of the disorder and the impact of the disorder on the individual, family, and society. Each student shares his/her findings with the home group and the rest of the group records this information on their worksheets. The teacher assesses this for completion.

5. The teacher provides current statistics obtained from the public health department or Statistics Canada ([www.statcan.ca](http://www.statcan.ca)) on the topic of adolescent suicide. Students discuss their perceptions of the statistics based on their knowledge of teenagers today. (Statistics as of 1997 – in Canada a total of 261 young people (1- to 19-years old) committed suicide. Of this total, 207 were male and 54 were female)

The teacher then introduces the topic of warning signs of suicidal behaviour. Students working in pairs are given task cards to develop a short role-play on their given warning sign. After each role-play the audience identifies the warning and record this in their notes. Task cards could include the following:

- recent loss and a seeming inability to let go of grief
- change in personality – sad, withdrawn, irritable, anxious, tired, indecisive, apathetic
- change in behaviour – inability to concentrate, loss of interest in class
- diminished sexual interest – impotence, menstrual abnormalities
- expressions of self-hatred

- change in sleep patterns
- change in eating habits
- a direct statement about committing suicide, such as “I might as well end it all”
- an indirect statement about committing suicide, such as “You won’t have to worry about me anymore”
- “Final preparations”, such as writing a will, repairing poor relationships with family or friends, giving away prized possessions, or writing revealing letters
- a preoccupation with death
- a sudden and unexplained demonstration of happiness following a period of depression
- marked changes in personal appearance
- excessive risk taking and an “I don’t give a care what happens to me” attitude

As an alternate activity to task cards, the teacher could show the video discussing suicide and the students can identify warning signs addressed in the video. (A video list is available from The Centre for Addiction and Mental Health – see Resources)

6. Invite a suicide prevention or help line counsellor to speak to the students about the strategies and services they use to deal with suicidal individuals.

Prior to the speaker visiting, distribute the “Tips on Suicide Prevention” sheet. Students may refer to this sheet and add to it throughout the speaker’s discussion. The sheet should include the following tips:

- Suggest to the person that he or she can call a suicide centre or crisis intervention centre, or talk with a trusted teacher, counsellor, doctor, member of the clergy, or other adult. If the person refuses, talk to one of these people and your parents for advice on handling the situation.
- If a person threatens suicide, take him or her seriously.
- Ask whether the person has a specific plan and means to follow through with it.
- Be direct and talk openly and freely.
- Allow the person to express his or her feelings.
- Don’t give advice. Express what you think, but do not be judgmental.
- Do not dare or challenge the person.
- Do not allow yourself to be sworn to secrecy.
- Be willing to listen; this affirms a person’s feelings.

7. Students individually respond to the following case study. They identify the suicidal warning signs in the case study, provide strategies to prevent this suicide from happening, and explain how they would support this individual. Students hand this in to be evaluated using a marking scheme.

*Case Study* – Patrick had a rough time last year. During the summer, his best friend moved to a distant city and his parents decided they were going to separate. In the fall he was in a new school where he knew very few people. The changes in Patrick’s life have made him quite depressed. He thinks nobody really cares much about him. He can’t motivate himself to do his schoolwork or anything else. In class he just sits quietly and looks out the window. A couple of people have tried being friendly, but Patrick doesn’t respond.

### **Assessment & Evaluation of Student Achievement**

The teacher and students gather evidence of learning expectations outlined for this activity through:

- a formative assessment using the Communication category from the Achievement Chart (LS2.01)
- a summative evaluation of the stress pamphlet using a marking scheme (LS1.01, LS2.01, LS2.03)
- a formative assessment on factors that effect internal and external health using the Thinking Skills section from the Achievement Chart (HL3.03)
- a formative assessment on the Mental Disorders worksheet assessing for completion (HL3.04)
- a summative evaluation of the Suicide Case Study using a marking scheme (HL3.05)

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## Resources

Canadian Health Network – [www.canadian.health.network.ca](http://www.canadian.health.network.ca)

Canadian Mental Health Association – Suicide Information and Education Centre – [www.siec.ca](http://www.siec.ca)

Centre for Addiction and Mental Health – [www.camh.net](http://www.camh.net)

Cobain, B. *When Nothing Matters Anymore: A Survival for Depressed Teens*. Minneapolis, MN: Free Spirit Publishing, 1998. ISBN 1575420368

Donatelle, Rebecca J. and Lorraine G. Davis. *Access to Health*. Toronto: Allyn and Bacon, 1998. ISBN 0 – 205 – 27236 - 3

Merki, Mary Bronson and Don Merki. *Health – A Guide to Wealthness*. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-651476-1

National Alliance for the Mentally Ill – [www.nami.org](http://www.nami.org)

Ramasay, R. et. al. *Suicide Intervention Handbook*, 2nd ed. Calgary, AL: Living Works Education Inc., 1997. ISBN 0-9698448-0-8

Roberston, Al and Lesley Mang. *Healthwise 1*. Scarborough: Nelson Canada, 1990. ISBN 0-17-602666-5

Roberston, Al and Lesley Mang. *Healthwise 2*. Scarborough: Nelson Canada, 1990. ISBN 0-17-602668-1

Statistics Canada – [www.statcan.ca](http://www.statcan.ca)

[www.ophea.net](http://www.ophea.net) - teacher and student resources for this activity

## Activity 5: Understanding Relationship Violence

**Time:** 240 minutes

### Description

Students examine the concept of violence and the factors that lead to relationship violence. Working through case scenarios they identify and analyse indicators of abuse while developing and accessing appropriate intervention strategies.

### Strand(s) & Learning Expectations

**Strand(s):** Healthy Living and Living Skills

#### Specific Expectations

HL2.01 - describe different types of violence (e.g., relationship violence – physical, verbal, sexual, emotional);

HL2.02 - demonstrate an understanding of the causes of relationship violence;

HL2.03 - identify and analyse the indicators of violence in interpersonal relationships, as well as appropriate intervention strategies;

HL2.04 - assess solutions and strategies for preventing and eliminating relationship violence;

LS2.01 - describe the positive and negative effects of stresses that are part of daily life.

### Planning Notes

The teacher should consider the following preparation for the delivery of this activity:

- Review the information in the Planning Notes section of the Unit 3 Overview regarding class discussions involving sensitive issues in Unit 3 Overview.
- Prepare the Violence Communication Rubric.
- Prepare copies of the Personal Opinion Survey on Relationship Violence.

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- Prepare the handout of relationship violence case scenarios.
  - Provide a worksheet listing the solutions and strategies for preventing and eliminating relationship violence and the assessment questions.

### **Prior Knowledge & Skills**

To successfully accomplish the activities in this unit, students need:

- group work skills
- self and peer assessment strategies
- note taking from lectures
- prior knowledge attained in previous grades (e.g., conflict resolution, personal safety and injury prevention, social skills)

### **Teaching/Learning Strategies**

1. Provide students with a definition of violence.

Violence: is a public health and safety condition which results from individual, social, economic, and institutional disregard for basic human needs. It includes physical and non-physical harm that causes damage, pain, injury, or fear. Violence disrupts the school environment and results in the debilitation of personal development that may lead to hopelessness.

Divide students into small groups to look at the following:

- Describe an experience in which you were hurt or made to feel unsafe.
- What happened?
- How did this make you feel?

Bring students back to the large group and ask them to generate a set of categories that identify the types of violence they experienced. These may include the following categories: relationship, harassment (physical, sexual, verbal), gangs, homicide, and hate crimes. Divide each category into sub-categories including physical, verbal, sexual, and emotional. Ask students to record these categories in their notebooks. The teacher assesses students using a rubric

Students will complete a “Personal Opinion Survey on Relationship Violence.”

After everyone has completed the survey, the class will discuss the findings. Use recent research and statistics to support the discussion

Example: Myths

- a misperception exists that victims of dating violence come from abusive homes. Experts say that nearly half of teenage girls in abusive relationships have never witnessed violence at home.
2. Students brainstorm some causes of relationship violence. The teacher creates a class web of these causes. These might include: finances, substance abuse, infidelity, family history, circle of friends, life circumstances, individual state of health, coping strategies.  
The teacher guides students to develop positive and negative effects of these stressors (e.g., finances: positive effects – if you have enough money you can take a vacation which relaxes you – negative effects – if you don’t have enough money you can’t meet your basic needs and you may fight with your partner over which basic need to meet first). Using a different colour, these stressors or the positive and negative effects are added to the web. Students copy the web into their notes.
  3. The teacher introduces the exercise by explaining the following terms:
    - Indicators of Violence – something that demonstrates that some form of violence is occurring (e.g., yelling, bruises, cowering, put downs, etc.)
    - Intervention Strategies – how to deal with the violence (e.g., counselling, hotlines, books, videos, doctors, police, etc.)

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Working in pairs, students examine case scenarios developed by the teacher on relationship violence. Teachers should use articles from the daily press, magazines, or selections from literature to develop these scenarios. (For suggestions see OPHEA website [www.ophea.net](http://www.ophea.net).) They identify indicators of violence and develop appropriate intervention strategies to deal with this violence and record it in their notes. They pass their answers to another group who will assess their work using a simple checklist to see that they have recorded the indicators of violence and dealt with intervention strategies for each scenario. The teacher takes up the scenarios with the class, in detail, so students are able to assess their peers (see Resources).

4. Give students a worksheet with solutions and strategies for preventing and eliminating relationship violence. These will include the following:
  - preventative education on how to achieve a healthy relationship;
  - developing an understanding of how to be prepared for and aware of situations of potential violence (e.g., date rape, walking alone, etc.);
  - knowing where to go for help – what community resources and facilities are available.Have students address the following questions to analyse each of the suggested solutions or strategies.
  - Is this a practical strategy in today's society?
  - Would it be easy to implement this change?
  - Do you think it is a solution or strategy?
  - What additional strategies would you include to prevent or eliminate relationship violence and why do you think this would work?

The teacher will assess the worksheet for completion.

### **Assessment & Evaluation of Student achievement**

The teacher and students will gather evidence of learning expectations outlined for this activity through:

- formative assessment on types of violence using a rubric (HL2.01)
- formative assessment of the causes of relationship violence during the class discussion (HL2.02)
- formative peer assessment of relationship violence case scenarios using a simple checklist (HL2.03)
- formative assessment of the worksheet on solutions and strategies for preventing relationship violence, for completion (HL2.04)

### **Resources**

Sayad, Barbara W. and John Janowiak. *Instructor's Guide to Accompany Hale's An Invitation to Health*, 7th ed. Toronto: Brooks/Cole Publishing Company, 1997. ISBN 0-534-34535-2

Wolfe, David A. et. al. *The Youth Relationships Manual*. London: Sage Publications, 1996.

ISBN 0-7619-0194-9

[www.ophea.net](http://www.ophea.net) - teacher and student resources for this activity

### **Activity 6: Understanding Risk-Taking Behaviours**

**Time:** 360 minutes

#### **Description**

After analysing the leading causes of injury and injury associated deaths, students discuss and assess current available risk reduction strategies. They review the advantages, disadvantages, and consequences of various risk-taking behaviours while exploring the physiological response to stress as caused by personal risk-taking behaviours. They investigate the knowledge and skills required to maintain personal safety in a variety of settings.

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## Strand(s) & Learning Expectations

**Strand(s):** Healthy Living and Living Skills

### Overall Expectations

HLV.02 - demonstrate, in a variety of settings, the knowledge and skills that reduce risk to personal safety.

### Specific Expectations

HL2.05 - analyse the leading causes of injury and injury-associated deaths among adolescents (e.g., unwise risk taking, alcohol and drug abuse, life stresses);

HL2.06 - demonstrate an ability to minimize the risks of injury for adolescents;

HL2.07 - assess strategies for reducing injuries and injury-associated deaths among adolescents (e.g., personal and legal action, educational programs designed to reduce the risk of death from motor vehicle accidents);

LS1.04 - explain the advantages, disadvantages, and possible consequences of risk-taking behaviour;

LS1.05 - describe how to determine whether a risk is worth taking or not;

LS2.02 - explain physiological responses to stress;

LS2.04 - demonstrate an understanding of change and its impact on an individual's health.

## Planning Notes

The teacher should consider the following preparation for the delivery of this activity:

- Provide a worksheet with assessment criteria for minimizing the risk of injury in adolescents.
- Create a peer assessment checklist for minimizing the risk of injury in adolescents.
- Provide supplies for the physiological response to stress activity – chart paper, markers, scissors, and tape.
- Provide a worksheet on risk-taking behaviours.
- Obtain policies and legal information - can be obtained from a variety of sources (e.g., graduated licensing – Ministry of Transportation; smoking by-law – local regional office; legalized use of drugs and alcohol – the criminal code).
- Develop a marking scheme for the evaluation of the personal safety presentation.

## Prior Knowledge & Skills

To successfully accomplish the activities in this unit, students need:

- group work skills
- note-taking skills
- Internet and Library/Resource Centre skills
- debating skills
- presentation skills
- prior knowledge attained in previous grades (e.g., conflict resolution, personal safety and injury prevention, social skills)

## Teaching/Learning Strategies

1. Working in pairs, teachers arrange for students to go to the Library/Resource Centre and use the Internet to come up with the leading causes of injury and injury-associated deaths (e.g., Health Canada Website – [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)). Students record their findings in notebooks. For each identified cause (e.g., drugs, motor vehicle, drowning, suicide) have students describe why they think this is a cause (e.g., drugs – health hazard, shortens life, impairs judgement).  
The teacher will check their notes for completion of required work.

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2. Students brainstorm a list of strategies, that are used to try to reduce the risk of injury for adolescents (e.g., education: TV ads and media; policy development, environmental supports: help lines, etc.). Using a worksheet, students individually address the strategies for reducing injuries and injury-associated deaths among adolescents. The worksheet includes the following:
- For each strategy give an example. (e.g., Education – MADD Awareness Campaign)
  - Do you think it is successful? Why or why not?
  - Could you change this strategy to improve it? How?
- Students rotate their papers amongst their peers. They discuss their finding as a class and complete a peer assessment of the worksheet using a simple checklist.
3. Students work in pairs and tell about a risk they took and how their body responded physically to this stress. Students should be reminded that the focus of the discussion should be the body response to the risk and not the specific risk taken. They record each body response on a piece of chart paper (writing large so their peers can read this). They will cut out each response separately and post it on the board. The teacher leads the class in grouping similar responses and generate a master list. Students can record this list in their notebook. The master list might include the following:
- Physical Symptoms – muscle tension, feeling restless, headaches, chest pains, excessive perspiration, high pulse rate, nausea, cramps, and diarrhea
  - Behavioural Symptoms – loss of appetite, overeating, smoking (to relieve tension), excessive use of alcohol, taking tranquilizers to relax, grinding teeth, and arguing
  - Emotional Symptoms – nervousness, being uptight, worrying at night, unable to keep still, crying easily, and being anxious, frustrated, and lethargic
  - The teacher assesses students using the Communication of Information and Ideas section of the Achievement Chart.
4. The class looks at change and its impact on an individual’s health. The teacher encourages students to reflect on their life and identify the most memorable changes that have taken place in their life to date. Ask students to share their list with one other person. The conversation in the partner groups should focus on the perceived impact the change had on the student’s health. Develop a class list of changes that students in the class have experienced. Identify four spots on a line on the floor that represent: great impact, some impact, not a big deal, no impact. Ask students to stand on the appropriate mark on the line as the class discusses the changes, and the impact it would have on their individual health.
- The teacher assesses students understanding of change and its impact on an individual’s health while participating in the debates using the Knowledge/Understanding portion of the Achievement Chart.
5. Students are provided with a “Risk-Taking Behaviour” worksheet. The chart headings should include: Risk-Taking Behaviour Perceived Advantages, Drawbacks, and Consequences. The teacher provides an example for students to model (e.g., Taking Drugs: Perceived Advantages...escape, one of the gang; Drawbacks...expensive, dangerous, feel sick; Consequences ...get arrested, get grounded, lose job). Using the snowballing strategy, ask students to fill in their chart and share their responses. Ask them to reflect individually, move to pairs, fours, etc., and record new findings each time they join another group. The teacher assesses the worksheet for completion.
- The teacher brings students back as a large group to discuss their findings. The teacher needs to emphasize that weighing perceived advantages and drawbacks is one way to determine whether a risk is worth taking. The teacher can then continue the discussion using open-ended questions, for example:
- Is this a good way to determine whether a risk is worth taking?
  - Are there other ways to determine whether a risk is worth taking?

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6. The class looks at different policies or laws that impact on health. These could include: graduated licensing, smoking by-laws, legal drinking age, and legalization of drugs.
- The teacher divides the class in half, designating which side of the debate the group is to argue. Time should be allowed for each group to brainstorm issues that relate to the topic. Students will then have a mini-class debate on each of the chosen policies.

OR

- The teacher explains the topic for discussion, then asks students to determine their positions on the topic. Identify corners of the room to represent various points of view (e.g., strongly agree, agree, disagree, strongly disagree, and the middle of the classroom for students who “don’t know” where they stand on a topic or want to pass). Ask each group to formulate a statement which supports their position; they are trying to persuade the “don’t know” group to come and join them.

The teacher assesses students’ communication while they participate in the debates, taking the Communication category of the Achievement Chart into consideration.

7. Students will be divided into small groups. Each group is provided with a setting or situation. The settings could include: school, home, work, street, sports, biking, vehicle, vacation, etc. Students are asked to generate a list of as many hazards that might impact their personal safety (e.g., vehicle – accidents, unsafe cars, unsafe driving, etc). They then generate a list of the knowledge and skills that we utilize in reducing the risks of this person’s safety (e.g., wearing seatbelts, defensive driving, regular maintenance, airbags). They present their findings to the class. Their presentations are evaluated using a marking scheme that takes into consideration the knowledge/skills the student demonstrates to reduce personal risk.
8. Use the above list generated by students to develop risky scenarios. Cut up the scenarios and put them in individual envelopes. Try to produce as many scenarios as half the number of students in the class. The scenario should outline the situation and require students to respond with what they would do and how.

For example: You are on your way back from visiting a friend and your car breaks down. It is late and the area is not well known to you. Just as you are considering what to do, a car pulls up and a person gets out. He approaches your car and asks if you want some help. What do you do and why?

9. To engage students in the activity, divide the class into two groups. Group A should place their chairs/desks in a circle in the middle of the classroom. The chairs/desks should face out to the classroom walls and be spread out from one another. Group B should place their chairs in a circle, facing Group A. Put a different scenario on each chair/desk in the circle and ask the students in Group A to take their seats. These students describe the scenarios and ask the questions. Students in Group B sit in the outside circle and respond to the scenarios. The teacher should identify when each scenario and resulting discussion should begin and end (approximately 3-4 minutes). At the end of each scenario, Group B students in the outside circle move clockwise one chair and wait for the signal to begin the next scenario. After students have had an opportunity to move all the way around the circle, they should switch places/roles with the students in Group A. Repeat the same activity with the students in Group A responding to the scenarios/questions and moving clockwise around the circle. At the end of the activity, compare the different strategies students indicated they would use to address the risky situations. Since every student heard half of the class respond to the scenario they were responsible for, ask them to provide information regarding the most effective/safe strategies. Observe individual student responses at one station. Use an observation checklist to determine the student’s ability to demonstrate the knowledge/skills to reduce personal risk.

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## Assessment & Evaluation of Student Achievement

The teacher and students gather evidence of learning expectations outlined for this activity through:

- formative assessment of notes regarding leading causes of injury-and injury associated deaths, looking for completion (HL2.05)
- formative peer assessment of how to minimize the risk of injuries to adolescents, using a simple checklist (HL2.06)
- formative assessment of the physiological responses to stress using the Communication of Information and Ideas section of the Achievement Chart (LS2.02)
- formative assessment of the worksheet on risk-taking behaviours, checking for completion (LS1.04, LS1.05)
- formative assessment of change and its' impact on health using the Knowledge/Understanding portion of the Achievement Chart during class discussions (LS2.04)
- formative assessment of communication skills by taking the Communication category of the Achievement Chart into consideration while students participate in class discussions (LS1.04)
- summative evaluation of the personal safety presentations using a marking scheme (HLV.02)
- summative evaluation using an observation checklist to determine the student's ability to demonstrate the knowledge/skills to reduce personal risk (HLV.02)

## Resources

Health Canada Website – [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

Optimum Health Resources. *Stress and Lifestyle Resource*. Kitchener: Optimum Health Resources, 1998. (519) 888-0941