

Public District School Board Writing Partnership

Health and Physical Education

Course Profile

Healthy Active Living Education

Grade 12

Open

PPL40

• *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.

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 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.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

© Queen's Printer for Ontario, 2002

Acknowledgments

Public District School Board Writing Team – Grade 12, Healthy Active Living Education

Project Manager

Susan Orchard, Halton District School Board

Project Administrative Support

Jo-Anne Bryant, Halton District School Board

Course Developer(s)

Lead Writer: Christie Corey, Waterloo Region District School Board

George Kourtis, Toronto District School Board

Sharon LaBonte-Jacques, Centre for Addiction and Mental Health

Susan Orchard, Halton District School Board

Sara Sanchez, Halton Region Health Department

Michele Van Bargaen, Thames Valley District School Board

Course Overview

Healthy Active Living Education, PPL4O, Grade 12, Open

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

Prerequisite: None

Course Description

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

Course Notes

The Ontario Curriculum, Grades 11 and 12, Health and Physical Education, 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.

1. Key Elements of the Course Profile

A quality health and physical education program directly links what is happening in the classroom to the curriculum expectations. This ensures that students are focused on what they are to know and what they are capable of doing. The clustering of the overall and specific learning expectations provides students with a framework and context for their learning. The framework provides for a forum on:

- knowledge of sport and game strategies (Units 1, 4, and 5);
- personal movement competence (Units 4 and 5);
- use of decision making and goal-setting skills to promote healthy active living for life (Units 2 and 3);
- optimum personal fitness (Unit 2 to be integrated throughout the course);
- regular participation (Units 1, 2, 4, and 5);
- use of appropriate social skills and transfer to life long practices (Units 1, 2, 3, 4, and 5);
- recognition of safe practices in the classroom and in the community at large (Units 1 - 5);
- understanding of health concepts and practise life-long healthy living (Units 2 and 3).

Throughout the course, teachers are encouraged to frame each lesson by identifying the learning expectations and connecting them to the key elements of the Course Profile.

2. Preparation for Life Long Participation

The Healthy Active Living Education is an Open course that focuses on physical activity and healthy choices. It gives students the opportunity to develop the knowledge, skills, and attitudes needed to maintain a healthy lifestyle and a commitment to lifelong participation in physical activity. It is designed to encourage students to pursue physical activities outside the school program for personal fitness, health, and enjoyment. The Course Profile takes into consideration:

- What learning experiences will provide students with the appropriate knowledge and skills to be successful in the transition from secondary school to adulthood?
- How much time should be spent between teacher-directed instruction and student-centred learning?

3. Making Learning Relevant

Students should experience a wide variety of physical activities. Timetable and plan creatively, e.g., block more than one class into one time slot, run activities for 5 days rather than 10, use community facilities and experts, to ensure that students have many physical activity options. This provides them with opportunities to try activities that suit their skill level and interests. Different activity options will address the different reasons students participate, e.g., to look and feel better, social reasons, relaxation, competition, and increase the likelihood of them finding activities to pursue.

4. Logical Lesson/Program Progression

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;
- lead-up game/activity (to put the skills within a context);
- opportunities to build/improve skills;
- opportunities to apply skills in a game/activity;
- 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. Enable all students to be actively engaged and active learners all of the time.

Units: Titles and Time

Unit 1	Interactive Activities	10 hours
Unit 2	Personal Fitness	25 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.

Unit Overviews

Unit 1: Interactive Activities

Time: 10 hours

Unit Description

Students participate and interact in supportive, enjoyable, and challenging settings both on and off the school site that encourage lifelong participation. They demonstrate skills and strategies that promote personal safety, injury prevention and positive social skills that enhance group interaction.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations Achievement Categories	Assessment/Evaluation	Focus
1	ALV.01, A AL1.01, A ALV.03, A AL1.06, A	- Formative self-assessment and formative teacher evaluation of daily participation during activities using a teacher-developed rubric	Regular participation Safe practices

Activity	Learning Expectations Achievement Categories	Assessment/Evaluation	Focus
2	LSV.03, A LS3.02, A LS3.03, A	- Formative self and peer assessment and formative teacher evaluation of group dynamics and group effectiveness using the social skill rubric (see HALE Course Profile - Grade 10 Unit1 pp. 15-19)	Social skills
3	AL1.08, C PA2.04, C	- Formative self and peer assessment of students creating a physically active circuit presentation identifying Canadian leaders in physical activity, and the career opportunities existing in their fields of sport, recreation, and health and physical education using anecdotal comments.	Canadian leaders in physical activity
4	PA2.02, C PA2.01, A AL1.07, A	- Formative teacher assessment of various factors that affect performance and participation in recreation and sport activities, using a participation rubric - Formative teacher and peer assessment of the student's application of specific rules and guidelines for participation in recreational and sports activities using an observational checklist - Formative assessment of demonstrating leadership skills using a sport/physical activity rubric	Sport and game strategies Safe practices
5	HLV.02, A	- Formative teacher evaluation of the student's ability to demonstrate an understanding of strategies that promote personal safety and prevent injuries during recreational and sport activities using the safety rubric (see HALE Course Profile - Grade 10 Unit 1 pp.13-14)	Safe practices

Scope and Sequence of Unit Activities from Grade 9 to Grade 12

Grade 9	Grade 10	Grade 11	Grade 12
Exploring Group Interaction and Promoting Team Building - tag games-relay games - interactive games (Ultimate chicken)	Interactive Trust and Initiative Games - icebreaker games - de-inhibitizers - communication activities - trust activities - initiative activities	Trust Activities - trust fall - partner walk	Initiative Games - water games (regatta) - student-led ice breakers
Creating the Participation Picture - reflection sheet - participation checklist	Winter Activities - snow-shoeing - cross-country and downhill skiing - broomball	Innovative Adventure Games	Outdoor Education - outdoor initiative activities - hi/low ropes course - hiking - portaging - camping skills

Grade 9	Grade 10	Grade 11	Grade 12
Taking Responsibility for Self and Others - promote health-related fitness - working cautiously with partners	Orienteering - proper use of equipment - proper packing techniques	Initiative Games and Problems - blind fold bluff - body English	Off Campus and Community Activities - wall climbing - beach volleyball - kayaking, canoeing
	Hiking - proper use of equipment (reading the compass dial) - walking a bearing	Student Innovations (created and presented by small groups)	Student-led Activities - camping excursion - students prepare, organize, and lead various physical activities

Unit 2: Personal Fitness

Time: 25 hours

Unit Description

This unit emphasizes the skills and information students need to acquire and demonstrate in order to lead a healthy active life well beyond high school. Students address their current personal activity agenda and forecast how they may change in the future. After analysing the benefits of life-long participation they describe and apply strategies that promote active participation. Students continue to refine their personal health-related fitness programs, with an emphasis on safety guidelines (equipment, facilities, supervision) in school and the community.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations Achievement Categories	Assessment/Evaluation	Focus
1	AL2.01, A ALV.01, A	- Formative self-assessment of daily participation during activities using the participation rubric - Formative evaluation of daily participation during activities using the participation rubric	Regular participation
2	AL2.03, T/I	- Formative teacher assessment of a student's personal health-related physical fitness using a personal fitness continuum and an observation checklist - Diagnostic self and peer assessment of a student's personal health-related physical fitness before, during, and after activities, using comparison charts	Optimum physical fitness
3	ALV.02, A AL2.02, C	- Formative assessment and summative evaluation of assessments and revisions made to daily physical fitness action plan throughout the year using a rubric	Regular participation Optimum physical fitness

Activity	Learning Expectations Achievement Categories	Assessment/Evaluation	Focus
4	LSV.01, A LS1.01, A AL2.04, A	- Diagnostic self-assessment of decision-making and goal-setting skills to enhance their daily lives using reflection worksheet and decision-making checklist - Formative assessment of goal-setting skills and revision to Healthy Active Living Profile by teacher using SMART Principle rubric	Regular participation Optimum physical fitness Goal setting skills
5	AL1.04, C AL1.05, C AL1.03, T/I	- Formative assessment of the written description of the benefits of lifelong participation in a variety of activities, with an explanation of how these patterns will change throughout their lives, assessing using a rubric - Formative assessment by providing anecdotal feedback related to strategies that promote lifelong participation	Regular participation Optimum physical fitness
6	AL2.05, T/I AL3.01, A AL3.03, T/I	- Formative assessment of students safe participation in minimizing injury using a rubric - Formative assessment of the merit and safety of a variety of physical fitness equipment and programs using a observational checklist - Formative assessment of the student's researched material pertaining to the effectiveness of the resources and community agencies that provide assistance in emergency situation associated with physical activity using checklist	Safe practices

Scope and Sequence of Unit Activities from Grade 9 to Grade 12

Grade 9	Grade 10	Grade 11	Grade 12
Participation in Fitness Activities Through the Physical Activities Units	Participating in Fitness Activities - fitness blasts	Participating in Fitness Activities of Personal Preference	Participating in Fitness Activities of Personal Preference - plyometrics - fitness blasts
Developing a Personal Fitness Profile	Setting Goals Designing/Revising Personal Fitness Program	Designing a Personal Fitness Program with Lifelong Activity Potential	Refine Personal Fitness Program with Lifelong Activity Potential
Understanding the Concept of Healthy Active Living	Developing a Healthy Active Living Profile	Developing a Healthy Active Living Profile	Developing a Healthy Active Living Profile
Understanding Health-Related Fitness, Setting Goals and Developing an Action Plan	Appraising Fitness	Assessing Personal Fitness and Health Goals	Assessing Personal Fitness and Health Goals - variety of fitness appraisals

Grade 9	Grade 10	Grade 11	Grade 12
Design a Personal Fitness Program - personal fitness profile - appraisal sheets - tracking sheets	Designing and Leading a Fitness Activity - fitness blast assignment		Evaluate a variety of fitness equipment, programs and approaches - fitness clubs - cardiovascular equipment (e.g., treadmills)
Participation in Fitness Activities Through the Physical Activities			Promote and demonstrate responsibility for personal safety

Unit 3: Healthy Living

Time: 30 hours

Unit Description

Students investigate how culture and society impact individual perceptions and expressions of sexuality. Students demonstrate an understanding of the strategies used to enhance personal mental health while exploring depression, anxiety, and suicide. Students promote personal safety and injury prevention through their ability to show harmony among people, and respect for self and others in resolving conflict.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations Achievement Categories	Assessment/Evaluation	Focus
1	HL1.05, A HLV.04, A HL1.04, C LS3.04, C HL1.06, A HL1.01, T/I HL1.02, A HL1.02, A HLV.01, C LS1.03, C LS1.02, A HL1.03, C	- Formative evaluation of students' understanding of the characteristics and qualities that promote and enhance a healthy relationship by completing a worksheet and evaluating using a marking scheme - Formative assessment by providing anecdotal comments during an in-class discussion related to a case study describing the communication skills needed to discuss sexual intimacy and sexuality in a relationship - Formative assessment providing anecdotal comments as feedback on a mind map related to the factors that influence gender roles and sexuality - Formative assessment providing anecdotal feedback for a video clip question sheet on students' analysis of the factors that affect gender roles and sexuality - Formative evaluation of students' understanding of how one's sexuality is affected and influenced by various factors, e.g., culture, religion, society, using a marking scheme and communication rubric - Formative evaluation of a research assignment that describes the factors, e.g., healthful eating, abstinence from smoking and alcohol, that contribute to a healthy pregnancy and birth using a communication rubric	Health concepts Social skills

Activity	Learning Expectations Achievement Categories	Assessment/Evaluation	Focus
2	LS2.01, C LS2.03, A LSV.02, A LS2.02, A LS3.01, A HL2.04, A HL2.05, C HL2.06, A HL2.01, T/I HL2.02, C HL2.03, K/U	<ul style="list-style-type: none"> - Formative assessment of students' responses to the positive and negative aspects of conflict by providing anecdotal feedback - Formative peer assessment of guidance counsellor situations that demonstrate strategies to cope with conflict using a conflict resolution checklist - Formative evaluation of personal (or fictitious) situations demonstrating an understanding of the importance of respect for self and respect for others in reducing conflict in their personal lives using a marking scheme - Formative assessment of students' understanding of the factors that promote harmony among people in a newspaper response presentation using anecdotal comments or a formative evaluation of presentations using a marking scheme and group work rubric - Formative assessment by providing anecdotal feedback on a safety chart related to students' ability to use skills and strategies in dealing with threats to personal safety and the safety of others - Formative assessment by providing anecdotal feedback related to the students' ability to assess strategies to reduce risk presented by a guest speaker - Formative evaluation of interpersonal violence research presentation of students' analysing the causes of certain types of interpersonal violence, describing the possible effects of violence on individuals exposed to it in their personal lives and identifying sources of support for individuals exposed to violence using a checklist and communication rubric 	Social skills Health concepts
3	HL3.04, C HL3.03, A HLV.03, A HL3.02, A HL3.01, K/U HL3.05, K/U	<ul style="list-style-type: none"> - Formative assessment of students' homework assignment describing the importance of relationships and communication with respect to mental health using a communication rubric - Formative self-assessment of a reflection sheet using a checklist to identify skills used to enhance their own mental health - Formative evaluation of students' journals which demonstrate the ability to use specific strategies to enhance their own mental health and manage stressful situations using a checklist - Formative evaluation of group presentation demonstrating an understanding of specific mental health issues and identifying community resources on the Mental Disorders worksheet using a marking scheme 	Health concepts Decision making and goal-setting skills Social skills

Scope and Sequence of Unit Activities from Grade 9 to Grade 12

Grade 9	Grade 10	Grade 11	Grade 12
Understanding Sexuality and Sexual Relationships Investigating Protective Measures Regarding Sexuality	Understanding Sexuality and Choices and Decisions Exploring Environmental Influences on Sexuality	Understanding Sexual and Reproductive Health Practising Decision Making and Goal Setting Within Healthy Relationships	Describing Cultural and Societal Perceptions of Sexuality Demonstrate Strategies to Promote Healthy Relationships
Understanding Substance Use and Abuse Using Strategies to Manage Substance Use and Abuse	Describing Substance Use and Abuse	Positive Mental Health Exploring Mental Disorders, Stress, and Suicide	Demonstrate Strategies to Enhance Personal Mental Health Exploring Mental Health Issues, Depression, and Anxiety
Understanding Violence Using Strategies to Manage Conflict Demonstrating Assertiveness and Decision making	Discussing Conflict Resolution Practising Anger Management and Mediation	Understanding Relationship Violence Understanding Risk-Taking Behaviours	Demonstrating Respect In Conflict Resolution Promoting Personal Safety and Injury Prevention
Understanding Cardiopulmonary Resuscitation	Creating a Healthy Eating Plan Investigating Healthy Body Image		

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, and 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:

- Demonstration of personal competence of physical skills (specific skills connected to sports/games) through the application of the movement principles (biomechanical principles) to refine movement.
- Applying the guidelines and strategies that enhance participation in sports/games by addressing the primary elements of play, e.g., possession, invasion, placement and scoring.
- Students should be able to demonstrate that the physical skills and strategies they learn in one sport/game are transferable to many sports/games, e.g., shoulders square to target. They should also demonstrate responsibility for their personal safety and the safety of others.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations Achievement Categories	Assessment/Evaluation	Focus
1	PAV.02, A PA2.03, A PA1.01, A AL1.07, A	- Formative self- and peer assessment and teacher evaluation of sport and game strategies during activities using a checklist - Summative evaluation of the guidelines and strategies that enhance participation in recreational and sports activities during a final sport/game tournament using a rubric	Sport and game strategies
2	LS3.03, A LS2.01, C LS2.02, A LS2.03, A LS3.02, A LS3.01 A	- Formative self- and peer assessment and formative teacher assessment of social skills during sport/game activities to promote harmony and overcoming barriers of functioning effectively as a group using a rubric	Social skills
3	ALV.03, A AL3.01, A AL3.02, A PA2.02, C	- Formative self-assessment and formative teacher evaluation of students' responsibility for their personal safety and the safety of others during activities using a rubric	Safe practices
4	AL1.01, A AL2.01, A ALV.03, A ALV.01, A	- Formative self-assessment and formative teacher evaluation of regularly participating in a balanced instructional program using a participation rubric	Regular participation Safe practices
5	PA1.01, A AL1.02, A PA2.01, A PAV.01, A	- Formative self- and peer assessment of movement skills/principles through a sport circuit using a movement skills/principles observation checklist - Formative self- and peer assessment and formative teacher evaluation of movement skills/principles at the end of each activity using a checklist - Formative evaluation of movement skills/principles at the end of each activity using a checklist - Summative evaluation of personal competence in applying complex movement skills and principles during a final sport game tournament using a rubric	Personal movement competence

Scope and Sequence of Unit Activities from Grade 9 to Grade 12

Grade 9	Grade 10	Grade 11	Grade 12
Target Activities (Curling)	Target Activities (Golf and Target Games)	Target Activities (Target Games)	Target Activities (Archery, Target Games, Golf, Bowling)
Invasion/Territory Activities (Basketball)	Invasion/Territory Activities (European Team Handball, Soccer)	Invasion/Territory Activities (Flag Football, Floor Hockey, Field Hockey)	Invasion/Territory Activities (Rugby, Speedball, Ultimate Frisbee, Ice Activities, Hockey)
Net/Wall Activities (Badminton)	Net/Wall Activities (Tennis Paddle, Tennis, Volleyball)	Net/Wall Activities (Racquetball, Squash, Handball, Wallball)	Net/Wall Activities (Combination of Net/Wall Activities, Squash, Racquetball)

Grade 9	Grade 10	Grade 11	Grade 12
Striking and Fielding Activities (Softball)	Striking and Fielding Activities (Softball/Cricket)	Striking and Fielding Activities (Kickball, Softball)	Striking and Fielding Activities (Slo-pitch, Rounders, Cricket)
	Diagnostic Assessment - Movement Skills/Principles Circuit	Diagnostic Assessment - Movement Skills/Principles Circuit	Diagnostic Assessment - Movement Skills/Principles Circuit

Unit 5: Body Management Activities

Time: 15 hours

Unit Description

Students apply movement principles to refine their movement skills and improve their levels of fitness through a variety of physical activities. These activities teach body management, kinaesthetic awareness, control of body rhythm, sequencing, stability, and creativity. Students demonstrate their movement competence through activities such as weight training, fitness enhancers, dance, aquatics, wall/rock climbing, gymnastics, boxing, track and field, yoga, and tai chi. Students demonstrate behaviour that minimizes risk to themselves and others.

Unit Overview Chart

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity	Learning Expectations Achievement Categories	Assessment/Evaluation	Focus
1	ALV.01, A	- Formative self-assessment and formative teacher evaluation of daily participation using a rubric	Regular participation
2	AL1.01, A	- Diagnostic self-assessment of the student's regular participation at variety of community and/or school facilities using a checklist	Regular participation
3	ALV.03, A AL3.01, A AL3.02, A	- Formative self-assessment and formative teacher evaluation of safe practices during activity using safety rubric (see HALE Course Profile - Grade 10 Unit 1 pp. 13-14)	Safe practices
4	AL1.02, A PA1.02, A PAV.01, A	- Formative assessment of personal competence in a variety of physical activities using anecdotal comments - Formative evaluation of personal competence in applying complex movement skills and principles using checklists	Personal movement competence
5	AL2.05, T/I	- Formative assessment of students' ability to distinguish the merits of a variety of weight training equipment using a checklist	Personal movement competence Optimum physical fitness
6	AL1.06, A	- Formative self- and peer assessment, and formative teacher evaluation of social skills during activities using a rubric	Social skills

Scope and Sequence of Unit Activities from Grade 9 to Grade 12

Grade 9	Grade 10	Grade 11	Grade 12
Dance-movement skills	Dance - hip hop dance	Dance - student-led routines	Dance - jazz, modern
Recreation/Leisure - cross country running - wall climbing - shuffle board - hiking	Recreation/Leisure - shuffle board - hiking - kickboxing	Recreation/Leisure	Recreation/Leisure - community activities (billiards, curling, rowing, kayaking, canoeing, rock/wall climbing, mountain biking, rollerblading)
Wrestling/ Combatives - self-defense	Combatives - list of combatives (Grade 10, Unit 5, p. 1)	Combatives - cycling	Combatives - boxing, karate, wrestling, self defense
Track and Field	Track and Field	Track and Field	
Gymnastics	Gymnastics	Gymnastics	
	Weight Training - free weights - weight machines	Weight Training - circuit training	Weight Training - stability balls, exercise tubing
Aerobics	Aquatics - front crawl, back crawl, breaststroke	Aquatics	Aquatics - scuba diving, water GLOs, aquabics
	Fitness Enhancers	Fitness Enhancers	Fitness Enhancers
			Yoga, Tai Chi, Pilates

Teaching/Learning Strategies

Students learn best when they are active, exploring, questioning/searching for meaning, investigating/experimenting, looking for connections/relationships/patterns, sharing/discussing with others, and reflecting. Consider how students learn, optimal conditions for learning and learning skills to develop an effective program that focuses on improved student learning.

1. Improved student learning is enhanced when we understand how students learn. Take into consideration developmental stages, Brain/Mind (or brain compatible) learning, learning preferences, learning styles, and learning environment.
2. Create conditions for optimal learning by considering the full range of teaching and learning strategies. Teaching and learning strategies are instructional practices that:
 - involve a sequence of steps or a number of related concepts;
 - determine the approach a teacher may take to achieve learning objectives and meet diverse learner needs;
 - should be selected based on an understanding of how students learn.

The teaching and learning strategies can be categorized under four headings as identified below:

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 Practice – 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 students sort, classify and/or group items, ideas, opinions, into categories to draw inferences, make generalizations, and develop concepts

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 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.

Numbered Heads – Numbered heads is a structure whereby students number off and the teacher poses a problem and sets a time limit for each group to investigate. The teacher calls a number and the student with that number in each group responds.

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 that is inductive, learner centred, and activity oriented. These activities may include field trips, simulations, model building, analysing, drawing inferences or conclusions, providing reasons and evidence for conclusions, or reflecting on experiences in analysing, inferring, decision-making, and drawing conclusions.

Independent Instruction

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

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

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

3. Help students develop effective learning skills.

Consider:

- the skills and knowledge required to participate in learning, e.g., working independently, self-assessment, setting goals and monitoring progress, adapting to change, inquiry skills;
- the self-knowledge, personal and interpersonal skills to interact positively with others, e.g., self-management, getting along with others, social responsibility;
- the skills and knowledge required to plan their present and future lives and to determine the learning required to implement the plan, e.g., self-assessment, exploring and obtaining information, awareness of opportunities.

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, including:

Step One: connecting the learning expectations and Achievement Chart categories to clarify the expected student learning;

Step Two: gathering evidence of student learning relevant to the expected learning in the curriculum

Step Three: recording evidence of student learning;

Step Four: making a judgement based on recorded evidence of student learning;

Step Five: reporting student achievement.

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

Step One: Connecting Learning Expectations to the Achievement Chart

The learning expectations in the curriculum are the content standards and identify what students need to know and be able to do at each grade level. The Achievement Chart identifies the performance standards and describes how well students have achieved the curriculum expectations. Each learning expectation is connected to one of the Achievement Chart categories. The verbs in each of the learning expectations have been used to link the content and the performance standards.

The following are examples of verbs used in the expectations organized by category, found in *The Ontario Curriculum, Grades 11 and 12, Health and Physical Education, 2000* document:

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

See the Unit Overview charts in the Course Overview for the connection of learning expectations to the Achievement Chart (e.g., ALV01 Application, AL2.03 Thinking/Inquiry, HL1.04 Communication, HL2.03 Knowledge/Understanding).

By examining the Achievement Chart, teachers can focus on the significant aspects of learning they should be assessing. Is the learning expectation asking students to demonstrate Knowledge, Thinking skills, Application, Communication, or a combination of these categories? Using this as the starting point, the teacher can work with students to determine the specific criteria and performance indicators for the demonstration of learning. Students are more successful when teachers provide clear targets so they know exactly what they are to demonstrate.

Step Two: Gathering Evidence of Student Learning

Once the targets are clear, it is also easier for teachers to determine:

- how much evidence they will need to assess and evaluate students;
- the best methods of assessment and evaluation, e.g., paper-and-pencil, performance task, personal communication, to provide students with opportunities to learn and practice before being expected to demonstrate the learning;
- the best assessment tools, e.g., rubric, checklist, marking scheme, rating scale, to collect the appropriate evidence of students' learning;
- how to involve students (self-assessment, peer assessment) in the assessment process to improve their learning and manage the task of gathering evidence.

Clarifying the Assessment Language and Writing Format

Certain assessment terms have been used and processes identified in the Overview Charts and assessment sections of this Course Profile. The following provides a brief explanation of how the charts are organized and how the terms have been used.

a) Overview Charts

The Unit Overview Charts identify:

- all of the learning expectations and the related Achievement Chart categories;
- the type of assessment or evaluation, e.g., diagnostic, formative, or summative;
- the assessor or evaluator, e.g., student, peer, teacher;
- the assessment strategy, e.g., paper-and-pencil strategies, performance task strategies, personal communication strategies;
- the assessment tool, e.g., rubric, checklist, marking scheme, rating scale, anecdotal comment
- the focus of the assessment in relationship to the key learnings (see Overview, Course Notes for the key learnings).

b) Assessment and Evaluation Statements in Unit 3

In Unit 3, Assessment and Evaluation of Student Achievement identifies:

- the type of assessment or evaluation, e.g., diagnostic, formative or summative
- the assessor or evaluator, e.g., student, peer, teacher
- the assessment strategy, e.g., paper-and-pencil strategies, performance task strategies, personal communication strategies
- the assessment tool, e.g., rubric, checklist, marking scheme, rating scale, anecdotal comments
- the focus of the assessment in relationship to the learning expectations
- the learning expectations (in brackets) being assessed or evaluated

c) Assessment and Evaluation Terms

The following outlines how certain terms have been used in this Course Profile. Definitions have been adapted from *Guidelines for Assessment and Evaluation of Student Achievement, Principles and Standards for Effective Practice*.

- *Assessment and Evaluation*

Assessment and evaluation are different. What, when, why, and how you assess are different from what, when, why, and how you evaluate.

Assessment is the formal or informal gathering of information about the progress or achievement of a student or group of students, using a variety of strategies/tools. There is no judgment inherent in assessment. It is an act of describing student performance for the purpose of enhancing learning.

It can be compared to coaching. It is the helpful meaningful feedback provided to students to assist them in doing their very best. Students should recognize assessment as the safe time to take risks to learn and practice before they are expected to demonstrate their learning.

Evaluation is the process of judging and putting a value, e.g., mark, level, on the quality of student achievement against the performance standards. Evaluation counts and is recorded in the teacher's mark book. The teacher should evaluate the demonstration of the synthesized learning after students have had plenty of opportunity to learn and practice.

- *Type of Assessment and Evaluation*

Assessment and evaluation are ongoing and serve different purposes at different times.

	Diagnostic Assessment	Formative		Summative Evaluation
		Assessment	Evaluation	
What?	- assessing what students know and are able to demonstrate prior to instruction	- assessing what students know and are able to do as they progress through the learning and practice opportunities	- evaluating what students know and are able to do at certain points during the process of learning and practicing	- evaluating what students demonstrate that they know and are able to do at the end of the instruction
	Diagnostic Assessment	Formative		Summative Evaluation
		Assessment	Evaluation	
When?	- occurs before instruction begins	- is ongoing as students learn and practice	- occurs at one or more checkpoints throughout the process of learning and practising	- occurs at the end of the instructional unit, e.g., unit, course, and will not be judged again in the course
Why?	- helps determine starting points and helps the teacher program appropriately for individual students	- provides ongoing meaningful feedback to help students improve as the learning/ practice builds, becomes more complex and connects with other learning	- provides a snapshot of students' achievement, e.g., mark, level, at specific points in the course before the final demonstration (summative evaluation)	- provides students with the opportunity to synthesize knowledge and skills and demonstrate their achievement

	Formative			
How?	- assessment strategies to provide a holistic picture of the learning students have acquired in the past	- assessment strategies to provide opportunities for students to learn and practise	- strategies relevant to: a) the expected learning b) the point students have progressed in the learning process c) the summative evaluation demonstration planned for the end of the instructional unit	- strategies that: a) require students to synthesize and apply the key learnings b) require students to demonstrate learning in new or unfamiliar context (but not new learning) c) present students with engaging challenging problems d) allow for individual student accountability
Note	- information from diagnostic assessments must not count towards the final grade	- formative assessment may be taken into consideration in determining the students' final grades	- formative evaluation may count towards students' final grades	- summative evaluation will always count towards students' final grades

d) Assessment Methods and Strategies

There are three assessment methods:

- Paper-and-pencil, e.g., quiz, test, written examination
- performance task, e.g., skill demonstration, role play, video tape
- personal communication, e.g., student teacher conference, oral examination

Under each of these categories, there are various types of assessment strategies. Some examples have been listed above beside each assessment method.

One of the critical professional judgments teachers must make is to appropriately match the assessment strategy(ies) to the type(s) of learning being assessed. There are a wide variety of assessment strategies available to teachers. Assessment strategies are what the teacher will have the students doing to demonstrate their learning.

e) Assessment Tools

Assessment tools that may be used by the teacher and students, e.g., self- and peer assessment, to gather evidence of learning include: marking scheme, rating scale, anecdotal comments, checklist and rubric. Teachers should choose assessment tools appropriate to the assessment task, e.g., a rubric for performance task strategies, marking scheme for paper pencil strategies.

The Final Grade

The Ontario Curriculum, Grades 11 and 12, Program Planning and Assessment document states that 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.

The final 30% (summative) evaluation should reflect many of the key elements of the Course Profile and the weighting of the achievement chart categories in relationship to the key elements addressed. Teachers may use a variety of methods to determine the final 30% evaluation for the final grade.

Accommodations

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

Resources

Units in this Course 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 this licence covers resources they wish to use. 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. The person or organization that created the work usually owns that copyright. 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. *Health and Physical Education, Grade 9-10, Plan, Assess and Report*. Barrie: Data Based Directions, 2001 ISBN 1-894369-16-5

Begun, Ruth Weltmann. *Ready-to-Use Social Skills Lessons and Activities for Grades 7 – 12*. New York: The Centre for Applied Research in Education, 1996. ISBN 0-87628-866-2

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

Course Profile, Grade 9, Public Healthy Active Living Education, Open.

Course Profile, Grade 10, Public Healthy Active Living Education, Open.

Course Profile, Grade 11, Public Healthy Active Living Education, Open.

Course Profile, Grade 11, Public Health for Life, Open.

Halton District School Board. *Guidelines for Assessment and Evaluation of Student Achievement, Principles and Standards for Effective Practice*. 1999

Harper, Mark, Ken O'Connor, and Marilyn Simpson. *Quality Assessment: Fitting the Pieces Together*. Toronto: Ontario Secondary School Teachers Federation, July 1998. ISBN 0-920930-47-6

Ontario Physical and Health Education Association. *Ontario Health and Physical Education Support: Grades 9 and 10*. Toronto: OPHEA, 2000.

Ontario Physical and Health Education Association. *Physical Education: Ontario Safety Guidelines: Secondary Curricular Guidelines*. Toronto: OPHEA, 1997.

Ontario Physical and Health Education Association – www.ophea.net

Randazzo, Deborah and Kris Coreless. *Activity for Everyone*. Virginia: American Association for Active Lifestyles and Fitness, 1998. ISBN 0-88314-650-9

Zakrajsek, Dorothy B., Lois A. Carnes, and Frank E. Pettigrew, Jr. *Quality Lesson Plans for Secondary Physical Education*. Windsor: Human Kinetics, 1994. ISBN 0-87322-671-2

Coded Expectations, Healthy Active Living Education, Grade 12, Open, PPL40

Physical Activity

Overall Expectations

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

Specific Expectations

Movement Skills

- PA1.01** – develop and combine their movement skills in a variety of physical activities (e.g., performing such skills as “skating” in cross-country skiing, making a jump shot in basketball);
PA1.02 – apply movement principles to refine their movement skills (e.g., applying angular motion to cause the ball to spin in tennis or golf).

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., moving to the side to allow faster participants to pass in cycling, releasing the rock before crossing the hog line in curling);
PA2.02 – explain factors (e.g., the equipment used, specific preparations such as warm-up or cool-down activities, specific safety issues, features peculiar to specific activities) 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., making parallel turns to reduce downhill speed in skiing, clearing the ball out to the sidelines in soccer when playing defence);
PA2.04 – describe career opportunities in the fields of sports, recreation, and health and physical education.

Active Living

Overall Expectations

- ALV.01** · participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation;
ALV.02 · develop personal health-related 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 activities, using community and school facilities and choosing from a wide variety of options at school and in the community, including individual, small- and large-group, outdoor, and aquatics activities;
AL1.02 – demonstrate personal competence in a variety of physical activities;
AL1.03 – analyse the benefits of lifelong participation in different physical activities (e.g., social interaction, enjoyment, relaxation, self-esteem);
AL1.04 – explain the benefits of different activities and the ways in which individuals’ participation patterns are likely to change throughout their lives;

-
- AL1.05** – describe strategies that promote lifelong participation in physical activity;
- AL1.06** – demonstrate positive, responsible personal and social behaviour in physical activity settings (e.g., modelling positive behaviour, facilitating group cohesiveness and cooperation);
- AL1.07** – demonstrate leadership in creating a positive climate that promotes participation and safety (e.g., by officiating, mentoring, organizing, coaching, convening);
- AL1.08** – 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 fitness 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 training principles that underlie physical fitness;
- AL2.03** – assess personal health-related physical fitness (e.g., monitor heart recovery rates during vigorous physical activities);
- AL2.04** – refine daily personal health-related physical fitness programs (e.g., incorporate a variety of activities that promote cardiovascular fitness into personal fitness programs; adopt strategies to promote lifelong participation);
- AL2.05** – evaluate a variety of physical fitness equipment, programs, and approaches (e.g., evaluate the merits of different weight-training equipment).

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., when dealing with a capsized kayak, by assessing the safety of climbing equipment, by adopting the principles of fair play);
- AL3.03** – evaluate the effectiveness of the resources and community agencies that provide assistance in emergency situations associated with physical activity.

Healthy Living

Overall Expectations

- HLV.01** · describe how society and culture affect individual perceptions and expressions of sexuality;
- HLV.02** · demonstrate an understanding of strategies that promote personal safety and prevent injuries;
- HLV.03** · demonstrate an ability to use specific strategies to enhance their own mental health and that of others;
- HLV.04** · demonstrate an understanding of strategies that promote healthy relationships.

Specific Expectations

Healthy Growth and Sexuality

- HL1.01** – analyse the factors (e.g., culture, media) that affect gender roles and sexuality;
- HL1.02** – demonstrate an understanding of the factors (e.g., attitudes, values, and beliefs about gender roles and sexuality) that affect the prevention of behaviour related to STDs, AIDS, and pregnancy;
- HL1.03** – describe the factors (e.g., healthful eating, abstinence from smoking and alcohol) that contribute to healthy pregnancy and birth;
- HL1.04** – describe the characteristics of healthy, respectful, and long-lasting relationships;
- HL1.05** – assess the skills needed to maintain healthy, respectful, and long-lasting relationships;
- HL1.06** – describe the communication skills needed to discuss sexual intimacy and sexuality in a relationship.

Personal Safety and Injury Prevention

HL2.01 – analyse the causes of certain types of interpersonal violence (e.g., stalking, date rape, family violence, extortion);

HL2.02 – describe the possible effects of violence on individuals who are exposed to it in their personal lives (e.g., becoming violent themselves, thereby continuing the cycle of violence and abuse);

HL2.03 – identify sources of support for individuals exposed to violence (e.g., within the family, the school, or the community);

HL2.04 – demonstrate an ability to use skills and strategies (e.g., refusal, self-defence) to deal with threats to personal safety and the safety of others;

HL2.05 – explain why adolescents and young adults are over represented in traffic fatalities;

HL2.06 – assess strategies for reducing risks to their own safety and that of others in various situations (e.g., while participating in outdoor winter sports activities or driving cars, boats, and snowmobiles).

Mental Health

HL3.01 – demonstrate an understanding of specific mental health issues (e.g., depression, anxiety, suicide);

HL3.02 – apply the skills necessary to manage stressful situations (e.g., death and dying, mental or physical illness in a family);

HL3.03 – demonstrate an ability to use skills to enhance their own mental health;

HL3.04 – describe the importance of relationships and communication with others to mental health;

HL3.05 – identify sources of information on and services related to mental health (e.g., the Internet, libraries, community agencies, media) in the community and beyond.

Living Skills

Overall Expectations

LSV.01 · use decision-making and goal-setting skills to enhance their daily lives;

LSV.02 · demonstrate an understanding of the importance of respect for self and respect for others in reducing conflict in their personal lives;

LSV.03 · use social skills to work effectively in groups and enhance relationships.

Specific Expectations

Decision Making

LS1.01 – demonstrate an ability to use strategies that assist in changing and maintaining behaviour to achieve personal healthy active living goals;

LS1.02 – demonstrate an understanding of the impact of complex personal decisions and the ethical considerations associated with these decisions;

LS1.03 – explain the influence of cultural norms (e.g., related to religion, gender roles) on decision making.

Conflict Resolution

LS2.01 – describe positive and negative aspects of conflict;

LS2.02 – demonstrate an understanding of the factors that promote harmony among people (e.g., tolerance, respect for individual differences, empathy);

LS2.03 – demonstrate an ability to use strategies to cope with conflict (e.g., using mediation in highly charged situations).

Social Skills

LS3.01 – demonstrate an ability to work effectively with groups of individuals from different cultures to accomplish group goals;

LS3.02 – demonstrate an ability to use strategies needed to overcome the barriers to functioning effectively as a group;

LS3.03 – demonstrate an ability to use appropriate strategies to reach group consensus;

LS3.04 – explain qualities and factors that promote and enhance close personal relationships (e.g., communication, honesty, responsibility, equality).

Unit 3: Healthy Living

Time: 30 hours

Unit Description

Students investigate how culture and society impact individual perceptions and expressions of sexuality. Students demonstrate an understanding of the strategies used to enhance personal mental health while exploring depression, anxiety, and suicide. Students promote personal safety and injury prevention through their ability to show harmony among people, and respect for self and others in resolving conflict.

Strand(s): Healthy Living, Living Skills

Unit Synopsis Chart

Activity	Learning Expectations Achievement Categories	Assessment/Evaluation
1	HL1.05, A HLV.04, A HL1.04, C LS3.04, C HL1.06, A HL1.01, T/I HL1.02, A HL1.02, A HLV.01, C LS1.03, C LS1.02, A HL1.03, C	<ul style="list-style-type: none"> - Formative evaluation of students' understanding of the characteristics and qualities that promote and enhance a healthy relationship by completing a worksheet and evaluating using a marking scheme - Formative assessment by providing anecdotal comments during an in-class discussion related to a case study describing the communication skills needed to discuss sexual intimacy and sexuality in a relationship - Formative assessment providing anecdotal comments as feedback on a mind map related to the factors that influence gender roles and sexuality -Formative assessment providing anecdotal feedback for a video clip question sheet on students' analysis of the factors that affect gender roles and sexuality - Formative evaluation of students' understanding of how one's sexuality is affected and influenced by various factors, e.g., culture, religion, society, using a marking scheme and communication rubric - Formative evaluation of a research assignment that describes the factors, e.g., healthful eating, abstinence from smoking and alcohol, that contribute to a healthy pregnancy and birth using a communication rubric
2	LS2.01, C LS2.03, A LSV.02, A LS2.02, A LS3.01, A HL2.04, A HL2.05, C HL2.06, A HL2.01, T/I HL2.02, C HL2.03, K/U	<ul style="list-style-type: none"> - Formative assessment of students' responses to the positive and negative aspects of conflict by providing anecdotal feedback - Formative peer assessment of guidance counsellor situations that demonstrate strategies to cope with conflict using a conflict resolution checklist - Formative evaluation of personal (or fictitious) situations demonstrating an understanding of the importance of respect for self and respect for others in reducing conflict in their personal lives using a marking scheme - Formative assessment of students' understanding of the factors that promote harmony among people in a newspaper response presentation using anecdotal comments or a formative evaluation of presentations using a marking scheme and group work rubric - Formative assessment by providing anecdotal feedback on a safety chart related to students' ability to use skills and strategies in dealing with threats to personal safety and the safety of others - Formative assessment by providing anecdotal feedback related to the students' ability to assess strategies to reduce risk presented by a guest speaker

Activity	Learning Expectations Achievement Categories	Assessment/Evaluation
		- Formative evaluation of interpersonal violence research presentation of students analysing the causes of certain types of interpersonal violence, describing the possible effects of violence on individuals exposed to it in their personal lives and identifying sources of support for individuals exposed to violence using a checklist and communication rubric
3	HL3.04, C HL3.03, A HLV.03, A HL3.02, A HL3.01, K/U HL3.05, K/U	<ul style="list-style-type: none"> - Formative assessment of students' homework assignment describing the importance of relationships and communication with respect to mental health using a communication rubric - Formative self-assessment of a reflection sheet using a checklist to identify skills used to enhance their own mental health - Formative evaluation of students' journals which demonstrate the ability to use specific strategies to enhance their own mental health and manage stressful situations using a checklist - Formative evaluation of group presentation demonstrating an understanding of specific mental health issues (e.g., concurrent disorders, eating disorders, gambling, depression, anxiety, suicide) and identifying community resources on the Mental Disorders worksheet using a marking scheme

Scope and Sequence of Unit Activities from Grade 9 to Grade 12

Grade 9	Grade 10	Grade 11	Grade 12
Understanding Sexuality and Sexual Relationships Investigating Protective Measures Regarding Sexuality	Understanding Sexuality and Choices and Decisions Exploring Environmental Influences on Sexuality	Understanding Sexual and Reproductive Health Practising Decision Making and Goal Setting Within Healthy Relationships	Describing Cultural and Societal Perceptions of Sexuality Demonstrate Strategies to Promote Healthy Relationships
Understanding Substance Use and Abuse Using Strategies to Manage Substance Use and Abuse	Describing Substance Use and Abuse	Positive Mental Health Exploring Mental Disorders, Stress, and Suicide	Demonstrate Strategies to Enhance Personal Mental Health Exploring Mental Health Issues, Depression, and Anxiety
Understanding Violence Using Strategies to Manage Conflict Demonstrating Assertiveness and Decision making	Discussing Conflict Resolution Practising Anger Management and Mediation	Understanding Relationship Violence Understanding Risk-Taking Behaviours	Demonstrating Respect In Conflict Resolution Promoting Personal Safety and Injury Prevention
Understanding Cardiopulmonary Resuscitation	Creating a Healthy Eating Plan Investigating Healthy Body Image		

Activities: Titles and Times

Activity 1	Maintaining and Enhancing Healthy Relationships	10 hours
Activity 2	Applying Conflict Resolution Skills, Analysing Interpersonal Violence and Assessing Personal Safety	10 hours
Activity 3	Applying Positive Mental Health Strategies	10 hours

Unit Planning Notes

Consider the following when planning the unit:

Set the Learning Targets

- 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.

Create a Positive Learning Environment

- Provide icebreaker activities to help students get to know each other, identify behaviour expectations, and establish rules for discussion.
- Establish group norms at the beginning of the unit to address the sensitive nature of issues that will be discussed. Clear “ground rules” should take 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;
 - personal values and beliefs might be different. 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;
 - everyone has the right to “pass” when they do not want to discuss their personal thoughts and ideas.

Select Appropriate Learning Resources

- Teachers should use a variety of media products when appropriate and read/preview them carefully to ensure accurate and up-to-date information.
- Be aware of the legal implications and the consequences of policies related to the health topics being presented.
- This unit should provide students with the opportunity 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.

Provide a Variety of Learning Opportunities

- Role plays and scenarios are useful tools for students to practise living skills. Teachers should develop scenarios that are authentic, realistic, and reflect students’ interests and issues.

Facilitate the Learning

- To facilitate class discussions about sensitive issues, teachers should be aware that their own deeply held beliefs, and those of their students, might 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 to ensure the provision of a positive, respectful, and supportive learning environment which encourages 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.

Prior Knowledge & Skills

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

- the 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;
- previous experience with self- and peer assessment;
- an understanding of appropriate behaviour when guest speakers visit;
- 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.

Assessment & Evaluation of Student Achievement

This unit provides students with the opportunity to make wise personal choices related to healthy living topics. A variety of assessment strategies that address the individual needs and different learning styles of students are used, including pencil-and-paper (quiz, test, directed written), oral or visual assignment, performance task (projects/assignments, presentations), and 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 assessment and evaluation 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 board, 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 *Ontario 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.

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.

Mang, Lesley and Al Robertson. *Healthwise II*. Toronto: Nelson Canada, 1990. ISBN 0-17-602668-1
Ministry of Health and Long Term Care (MOHLTC).

http://www.gov.on.ca/health/english/contact/phu/phuloc_mn.html.

Contact list of Health Units across Ontario divided by Regions and Counties.

Mullen, K.D., R.J McDermott, R.S. Gold, and P.A. Belcastro. *Connections For Health* 4th ed. Toronto: Brown & Benchmark, 1996. ISBN 0-697-21565-1

Ontario Physical and Health Education Association (OPHEA) – <http://www.ophea.net>.

OPHEA.net is an online community where individuals and organizations can come to access supports and get up to date information, access resources and network with others.

Pruitt, B.E. and J.J. Smith. *Health Styles Decisions for Living Well*. Toronto: Saunders College Publishing, 1994. ISBN 0-03-094072-9

Sparrow Lake Alliance. *Growing Healthy Canadians A Guide for Positive Child Development – Transition into Adulthood* – <http://www.growinghealthykids.com/T4.htm>.

This Guide offers not only a source of information on child and youth development, as well as a unique perspective on how to best promote the well-being of young people including successful developmental transitions, specifically the transition into adulthood.

Activity 1: Maintaining and Enhancing Healthy Relationships

Time: 10 hours

Description

Students demonstrate an understanding of strategies that promote healthy relationships by using multimedia to assist with their learning. Students describe communication skills needed to discuss sexual intimacy and sexuality in a relationship. As well, they describe the ways society and culture affect individual perceptions and expressions of sexuality by investigating a case study. Students research factors that contribute to healthy pregnancy and birth, and then describe them to their peers.

Strand(s) & Learning Expectations

Strand(s): Healthy Living and Living Skills

Overall Expectations

HLV.01 - describe how society and culture affect individual perceptions and expressions of sexuality;

HLV.04 - demonstrate an understanding of strategies that promote healthy relationships.

Specific Expectations

HL1.01 - analyse the factors (e.g., culture, media) that affect gender roles and sexuality;

HL1.02 - demonstrate an understanding of the factors (e.g., attitudes, values, and beliefs about gender roles and sexuality) that affect the prevention of behaviour related to STDs, AIDS, and pregnancy;

HL1.03 - describe the factors (e.g., healthful eating, abstinence from smoking and alcohol) that contribute to healthy pregnancy and birth;

HL1.04 - describe the characteristics of healthy, respectful, and long-lasting relationships;

HL1.05 - assess the skills needed to maintain healthy, respectful, and long-lasting relationships;

HS1.06 - describe communication skills needed to discuss sexual intimacy and sexuality in a relationship;

LS1.02 - demonstrate an understanding of the impact of complex personal decisions and the ethical considerations associated with these decisions;

LS1.03 - explain the influence of cultural norms (e.g., related to religion, gender roles) on decision making;

LS3.04 - explain qualities and factors that promote and enhance close personal relationships (e.g., communication, honesty, responsibility, equality).

Planning Notes

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

- Obtain a video clip that depicts two people in a relationship.
- Prepare a worksheet which looks at “The Ten Characteristics and Qualities of a Good Relationship” and focuses on students’ understanding of the characteristics and qualities that promote and enhance a healthy relationship (see Strategy 1).
- Prepare a communication rubric to address all communication assessment/evaluation within the unit.
- Prepare a marking scheme to evaluate students’ worksheets on their understanding of the characteristics and qualities that promote and enhance a healthy relationship.
- Provide a case study of fictitious characters where students identify the communication skills, e.g., speaking, listening, body language, and refusal skills, of the characters.
- Obtain a video that has a variety of clips from music videos, commercials, and TV programs that identify gender role stereotyping and sexuality.
- Prepare video clips stereotyping worksheet.
- Obtain a video tape which discusses the media’s impact on gender roles and sexuality (see Resources).
- Prepare a question sheet to be used during video on the media’s impact on gender roles and sexuality.
- Prepare cultural and societal factors research worksheet.
- Prepare a personal reflection worksheet that explores the factors that influence sexuality.
- Prepare a marking scheme for a reflection worksheet on the factors that affect sexuality.
- Prepare an overhead that looks at the factors that contribute to a healthy pregnancy and birth.

Prior Knowledge & Skills

To successfully accomplish the activity, students need:

- group work skills;
- knowledge of health-related components on healthy eating and avoidance of smoking and reproduction;
- note-taking skills;
- the communication skills to express their thoughts and ideas in classroom discussions.

Teaching/Learning Strategies

1. Provide a handout illustrating the characteristics and qualities that are present in a healthy, respectful and long-lasting relationship. This handout may be The Ten Characteristics and Qualities of a Good Relationship. (This handout has been modified from the PPL30 Course Profile – Unit 3 – Activity 2 – Teaching/Learning Strategy 2.)

The Ten Characteristics of a Good Relationship

- i) Honesty or Trust – Partners are able to confide in each other openly, knowing their confidences will be respected. Honesty and trust are essential to a close personal relationship where both individuals avoid deceit and lies to build trust, to enhance security, and to maintain respect.

- ii) Equality and Togetherness – In a healthy relationship, two people create a sense of both intimacy and equality. They enjoy each other’s company but also pursue solitary interests. Ensuring equality among partners will enhance the relationship by allowing for mutual respect, support, and security.
- iii) Communication or Expressiveness – Partners in healthy relationships say what they feel, need, and desire. The more effectively one communicates, the more likely one will create good relationships built on honesty, understanding, and mutual trust.
- 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) Responsibility and 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. By being responsible for one’s actions in a relationship, accountability and respect are ensured for both partners.

Students watch a video clip that depicts two people in a relationship. During the video, the students use a worksheet that could look like the following:

10 Characteristics and Qualities of a Good Relationship	(✓) if present	Describe and Explain How You Know the Characteristics and Qualities are Present	Explain How This Characteristic and Quality Enhance the Couple’s Relationship
i. Honesty or Trust			
ii. Equality and Togetherness			
etc.			

Using this worksheet, students examine and then describe the presence of the characteristics and qualities of a good relationship illustrated in the video clip. Evaluate students’ understanding of these characteristics and qualities that promote and enhance a healthy relationship using a marking scheme.

2. Part A – The teacher lectures on the definitions of sexuality and sexual intimacy. Consider the following definitions:
 - *Sexuality* – “Human sexuality is the total expression of an individual’s femaleness or maleness through that person’s feelings, beliefs, attitudes, values, and behaviours. It is a complex expression of the whole person. Sexuality reinforces and affirms the individual as a human being and allows the role of female or male to develop. One’s sexuality is the integration of a multitude of personal characteristics and factors.” (Campbell, 1996) Taken from the Grade 9 Healthy Active Living Public Course Profile; Unit 3, Activity 1, Teaching/Learning Strategy 1.
 - *Sexual Intimacy* - A state of closeness and familiarity between two people characterized by the desire and ability to share one’s innermost thoughts, needs, and feelings with each other verbally and non-verbally.

Through a teacher lecture, students understand that in order to discuss sexual intimacy and sexuality in a relationship, partners need to have good communication skills.

Communication skills should include speaking, listening, body language, and refusal skills. The development of communication in a relationship takes time, patience, and practice.

- *Speaking Skills* – When speaking, it is important to make statements that are clear and precise. One should also recognize that inflections, or changes in pitch or loudness of one’s voice can also play a large role in the communication.
- *Listening Skills* – Listening is an important skill as it allows the partner to understand what is being communicated.
- *Body Language Skills* – It is important for non-verbal communication to be consistent with what one is saying to ensure the message intended is communicated to the partner.
- *Refusal Skills* – When one wants to say no, refusal skills provide an effective and direct way for the message to be communicated.

Part B – Introduce a case study to the class:

(**Note:** This is a sample. Teachers may wish to develop their own case study.)

- *Case Study* – Hamid and Jamie are both in their third year of high school and have been dating for four weeks. They have spent most of their dates talking about their families, school, sports, and worldwide events. Currently, their sexual relationship has involved kissing. Hamid believes that they are ready for more acts of sexual intimacy but Hamid has never talked about this with Jamie. When he begins to express himself, he simply begins touching Jamie. She does not feel comfortable with this. Jamie stops his advances and expresses that she feels they are not ready to go any further. Hamid does not understand why she feels this way, as he thought she felt the same way as he did. He moves away and becomes quiet.

Through a question and answer session led by the teacher, students will:

- identify the communication skills that are present and absent between the characters;
- describe the communication skills needed to resolve the characters’ feelings and help them overcome the misunderstanding.

The teacher will provide anecdotal comments as feedback to assist with students’ learning.

3. Part A – Factors That Influence Gender Roles and Sexuality:

i) Students review the definitions of “sexuality” and “gender role stereotype” through a class discussion:

- *Gender roles stereotypes* – Generalizations about how males and females should express themselves and the characteristics each possess. Men are traditionally thought to be independent, aggressive, better in math and science, logical and always in control of their emotions. Women, on the other hand, are traditionally thought to be passive, nurturing, intuitive, sensitive, and emotional.
- *Sexuality* – “Human sexuality is the total expression of an individual’s femaleness or maleness through that person’s feelings, beliefs, attitudes, values, and behaviours. It is a complex expression of the whole person. Sexuality reinforces and affirms the individual as a human being and allows the role of female or male to develop. One’s sexuality is the integration of a multitude of personal characteristics and factors.” (Campbell, 1996) Taken from the Grade 9 Healthy Active Living Public Course Profile; Unit 3, Activity 1, Teaching/Learning Strategy 1.

ii) Using a mind map, students list the factors that influence gender roles and sexuality. These factors include culture, religion, society, education, media, family, and peers. Through class discussion the teacher verifies the validity of the students’ responses.

iii) Students then discuss a variety of music videos, commercials, and television shows. Using a worksheet, they identify and analyse the factors that affect gender roles and sexuality. Sample worksheet questions include:

- How are males portrayed?
- How are females portrayed?
- What is the message?
- How might these gender role norms influence decision-making?

A class discussion will follow and the teacher provides anecdotal feedback to students' responses.

Part B – The Media's Impact on Gender Roles and Sexuality:

The teacher will show a video (see Resources for suggested videos) and provide a question sheet for students to answer while viewing the video. This video discusses the media's impact (mostly advertisers) on gender roles and sexuality. The questions that students answer prompt them to describe how advertisers affect society's perception and expressions of sexuality. Sample questions include:

- How do advertisers stereotype males/females?
- Give examples of these stereotypes.
- Is society influenced by advertising strategies?

A class discussion will follow and the teacher assesses students' worksheet answers using anecdotal comments.

Part C – Cultural and Societal Factors That Influence Sexuality:

The teacher assigns research into various cultures. In pairs, students investigate how different cultures/societies address sexuality. Provide students with guidelines or a framework to appropriately direct the type of information they should collect. Students orally present their findings to the class. The researched information provides a foundation for class discussion related to the cultural factors that influence sexuality and gender roles. Students consider how culture affects individual perceptions and expressions of sexuality. They also explain how cultural norms influence decision-making, e.g., marriage, pregnancy, and divorce. Students use a worksheet to record the information presented.

Part D – Sexuality and Gender Role Personal Analysis:

As a homework assignment, students use a worksheet to reflect on how people's sexuality is affected and influenced by various factors, e.g., culture, religion, society, education, media, family and peers.

Students:

- a) analyse what factors affect sexuality the most;
- b) explain how these factors affect sexuality;
- c) explain how this affects one's perceptions and expressions of sexuality;
- d) describe how they feel behaviours towards pregnancy and STDs are influenced;
- e) identify how values towards pregnancy and STDs are influenced to affect decision-making.

Evaluate students' understanding of how one's sexuality is affected and influenced by various factors, e.g., culture, religion, society, using a marking scheme and communication rubric.

4. Using the jigsaw learning strategy, students are divided into home groups. Each student in the home group moves into an expert group. Each expert group is provided with one factor that impacts on pregnancy and birth. Each expert group researches the factor, e.g., nutrition, smoking, alcohol, physical activity, harmful chemicals, and harmful situations, using computers or library/resource centre to collect information. Each expert group is asked to describe the effect of the factor that they have been given and how it impacts a healthy pregnancy and birth. Factors could include: healthful eating – Canada's Food Guide, healthy eating – appropriate nutrients, abstinence from smoking,

abstinence from alcohol, physical activity, and avoiding potentially harmful substances, e.g., aerosols. The teacher should circulate to assist expert groups in their discussions and assess the learning by providing anecdotal feedback. Students should return to their home groups to share the information that they learned in their expert groups and record on a summary sheet the factors that contribute to a healthy pregnancy and birth. Students should compare their answers to an overhead provided by the teacher to ensure they have not missed out on any pertinent information. Students use the information collected in their home groups to complete the research assignment summary sheets and hand it in to be evaluated.

Assessment & Evaluation of Student Achievement

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

- a formative evaluation of students' understanding of the characteristics and qualities that promote and enhance a healthy relationship by completing a worksheet and evaluating using a marking scheme (HL1.04, HL1.05, LS3.04, HLV.04);
- a formative assessment by providing anecdotal comments during an in-class discussion related to a case study describing the communication skills needed to discuss sexual intimacy and sexuality in a relationship (HL1.06);
- a formative assessment providing anecdotal comments as feedback on a mind map related to the factors that influence gender roles and sexuality (HL1.01, HL1.02);
- a formative assessment providing anecdotal feedback for a video clip question sheet on students' analysis of the factors that affect gender roles and sexuality (HL1.01, HL1.02);
- a formative evaluation of students' understanding of how one's sexuality is affected and influenced by various factors, e.g., culture, religion, society, using a marking scheme and communication rubric (HL1.02, HLV.01, LS1.03, LS1.02);
- a formative evaluation of a research assignment that describes the factors, e.g., healthful eating, abstinence from smoking and alcohol that contribute to a healthy pregnancy and birth using a communication rubric (HL1.03).

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

Killing Me Softly III - video

Activity 2: Applying Conflict Resolution Skills, Analysing Interpersonal Violence, and Assessing Personal Safety

Time: 10 hours

Description

Students discuss the impact of conflict on their lives and examine and use strategies to reduce conflict. They demonstrate ways of reducing conflict in their own lives and describe the importance of respect for self and others through media analysis. Students assess strategies for reducing risks to their own safety and that of others in various situations. They research and present the causes of certain types of interpersonal violence, the possible effects of violence on individuals, and sources of support for individuals, exposed to violence.

Strand(s) & Learning Expectations

Strand(s): Healthy Living and Living Skills

Overall Expectations

LSV.02 - demonstrate an understanding of the importance of respect for self and respect for others in reducing conflict in their personal lives.

Specific Expectations

HL2.01 - analyse the causes of certain types of interpersonal violence (e.g., stalking, date rape, family violence, extortion);

HL2.02 - describe the possible effects of violence on individuals who are exposed to it in their personal lives (e.g., becoming violent themselves, thereby continuing the cycle of violence and abuse);

HL2.03 - identify sources of support for individuals exposed to violence (e.g., within the family, the school, or the community);

HL2.04 - demonstrate an ability to use skills and strategies (e.g., refusal, self-defence) to deal with threats to personal safety and the safety of others;

HL2.05 - explain why adolescents and young adults are over represented in traffic fatalities;

HL2.06 - assess strategies for reducing risks to their own safety and that of others in various situations (e.g., while participating in outdoor winter sports activities or driving cars, boats and snowmobiles);

LS2.01 - describe positive and negative aspects of conflict;

LS2.02 - demonstrate an understanding of the factors that promote harmony among people (e.g., tolerance, respect for individual differences, empathy);

LS2.03 - demonstrate an ability to use strategies to cope with conflict (e.g., using mediation in highly charged situations).

Planning Notes

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

- Provide blank recipe cards to be used for aspects of conflict.
- Provide scenarios for the guidance counsellor activity.
- Prepare a conflict resolution checklist for guidance counsellor activity.
- Provide a worksheet on reducing conflict.
- Prepare a worksheet dealing with respect for self and others.
- Prepare a marking scheme to evaluate students' ability to demonstrate their understanding of the importance of respect for self and others in reducing conflict in their lives.
- Collect several different daily newspapers.
- Invite a former graduate from your high school who will share with the class a situation in postsecondary education where there was a threat to the safety of themselves or others.
- Book computers for interpersonal violence research assignment.
- Prepare an interpersonal violence research worksheet.
- Prepare a checklist to assess students' interpersonal violence research presentation.

Prior Knowledge & Skills

To successfully accomplish the activity, students should have:

- group work skills;
- knowledge of conflict resolution, social skills, personal safety and injury prevention;
- the ability to take notes during class discussions.

Teaching/Learning Strategies

1. As a class brainstorm a definition of conflict. A definition of conflict could be:

Conflict: A struggle or disagreement about ideas, values, facts, opinions, etc. Conflict occurs when individuals or groups are unable to resolve a disagreement or internal struggle. Conflict is expressed through behaviour ranging from mental anguish to physical violence.

As a class, define the terms “positive aspects of conflict,” and “negative aspects of conflict”:

Positive Aspects of Conflict – if conflict occurs it may improve a relationship in several ways. If something improves a relationship, as a result of conflict, it is thought to be a positive aspect of conflict.

Negative Aspects of Conflict – if conflict occurs it may harm a relationship. If something harms a relationship, it is thought to be a negative aspect of conflict.

In small groups, students identify positive and negative aspects of conflict. Each aspect is recorded on an individual recipe card. Once the groups have exhausted their ideas, the recipe cards are posted on the board under the headings of Positive Aspects of Conflict and Negative Aspects of Conflict.

Consider the following organizer:

Positive Aspects of Conflict:

- No violence occurs
- Communication improves
- People listen and respect each other
- Better ideas are produced to solve the problem
- Cooperation exists
- Fairness is achieved

Negative Aspects of Conflict:

- Threats and blame continues
- Feelings are hurt
- Relationships are damaged
- Tempers get out of control
- People take sides
- Violence may result
- Health problems arise, e.g., headache
- Avoidance

The class discusses these positive and negative aspects of conflict and the teacher provides the students with feedback in order to assist them with their learning.

2. Part A – Students brainstorm strategies that people use to overcome conflict and the teacher adds to this list if necessary. These strategies could include:

- using “I” statements;
- being an active listener (listen, clarify, summarize);
- communicating assertively;
- using proper mediation skills (safety, neutrality, establish guidelines, each person expresses their view and explore solutions);
- negotiating compromises;
- thinking clearly and logically.

As a part of a homework assignment, students identify conflict situations based on a real-life experience or from those found in a TV program. Students describe what strategies the characters used to overcome conflict.

Part B – In partners, students role-play; one partner assumes the role of a Guidance Counsellor and one partner assumes the role of the student. The Guidance Counsellor will be asked to help the student deal appropriately with a conflict situation. The Guidance Counsellor’s response should incorporate specific strategies used to cope with this conflict. While the Guidance Counsellor is providing the student with the strategy to cope with the conflict, the partner will be assessing the solution using a Conflict Resolution Checklist. Each partner will have an opportunity to play both roles. Sample situations are provided below:

- *Situation 1* – Sam has heard that one of her closest friends has started a rumour about her. She confronts her friend who denies the whole thing and becomes very defensive. Her friend tells Sam that she should stop being so ridiculous and leave her alone.

- *Situation 2* – In the Healthy Active Living Education class, Petra is considered by her classmates to be very uncoordinated. Many of the students are very competitive, so they don't include her equally if she is on their team. Sometimes they make fun of her movement skill ability by mimicking her efforts or calling her names. One day, Petra loses her temper and gets in trouble for fighting with and swearing at her classmates. She has decided she can't deal with it anymore and wants to drop the course.
3. Lead a discussion in order to generate a list of characteristics of Respect for Self and Respect for Others. These concepts could be developed to include the following ideas:
Respect for Self – don't take things personally, be true to your word, don't make assumptions and be the best that you can be
Respect for Others – don't judge people, respect differences, don't put others down, and be aware of other people's feelings
 Students are given a handout to identify ways that respect for self and respect for others could reduce conflict in their lives. The following is an example of how the handout could be set up and filled in.

Reducing Conflict In One's Life	
<i>Characteristics of Respect for Self</i>	<i>Characteristics of How Conflict is Reduced</i>
<ul style="list-style-type: none"> • Don't take things personally 	<ul style="list-style-type: none"> • Internal conflict will be minimized • More self-respect • Increased confidence
<i>Characteristics of Respect for Others</i>	<i>Characteristics of How Conflict</i>
<ul style="list-style-type: none"> • Don't judge people 	<ul style="list-style-type: none"> • Creates an open, unbiased environment • Leads to trust in relationships

Students complete a worksheet. They identify two personal (or fictitious) situations:

- one involving a lack of respect for themselves,
- one involving a lack of respect for others.

Both situations will be used to demonstrate how to reduce conflict.

In both situations describe:

- the situation;
- how lack of respect was shown;
- the outcome;
- ways that respect could have been shown;
- how this could have reduced the conflict.

A marking scheme is used to evaluate students on their ability to understand the importance of respect for self and others in reducing conflict in their personal lives based on the above criteria.

4. Class brainstorm of the term *harmony*. This definition could incorporate the following:

- Harmony
- peaceful agreement and co operation
 - agreement in feelings, actions, ideas, interests
 - friendly relations
 - internal, calm, tranquillity
 - when present, life flows smoothly because there is agreement
 - concurrence, coming together, union in action, and a meeting of the minds

Note: Agreement is defined as two or more people have the same thing in mind, when their thoughts, and hence their actions, agree. They, therefore, have a similar understanding or intention with regard to some situation or subject.

This will be followed by a brainstorming session to identify the factors that promote harmony. Factors could include:

- respect for cultural differences
- tolerance
- empathy
- respect for individual differences
- effective communication
- generosity of mind and heart
- consideration of the needs of others
- honesty
- mutual interest
- responsibility

Students work in small groups and each group is provided with a different newspaper. They are asked to find and cut out an article that represents a factor promoting harmony. In writing, they describe why the article reflects the factor. The class then comes together and orally presents their findings. The teacher provides anecdotal comments throughout presentations. Upon completion of presentations, groups post their articles on a bulletin board under the appropriate harmony factor headings. This creates an interest harmony bulletin board for the classroom. The teacher may choose to evaluate the product of the presentation using a marking scheme and group work rubric.

5. Part A – Students complete a self-assessment survey on how safe they are (e.g., Bruess & Richardson, 1995).

Part B – On a chart on the board, students brainstorm all the possible issues concerning their safety and the safety of others that they have experienced or know about. The following is an example of what the chart could look like:

Issues Concerning Safety and Safety of Others	Skills and Strategies Used to Deal With These Issues
Date rape	<ul style="list-style-type: none"> • Refusal skills • Know who you are with at a party • Avoid alcohol
Reckless driving	<ul style="list-style-type: none"> • Avoid peer pressure • Time management skills – to avoid being in a hurry • Stress reduction techniques

Some other issues concerning personal safety that could be discussed include:

- Lack of Knowledge of First Aid and CPR
- Campus safety
- Work environment safety
- Automobile maintenance and safety
- Robbery
- Recreational safety (hiking, hunting, biking, jogging, and swimming)
- Home, apartment and dormitory safety
- Assault
- Safety related to travel

Once this list is compiled, students identify skills and strategies that can be used to deal with these various issues concerning personal safety and the safety of others. The teacher gives verbal feedback on the students' responses, as well as provides further information on these specific skills and strategies.

Part C – Teacher provides students with the statistics on adolescents and young adults in traffic fatalities. Supporting information for these statistics can be obtained from the Ministry of Transportation, MADD (Mothers Against Drunk Driving), CAMH (Centre for Addiction and Mental Health), PARTY program (Prevent Alcohol and Risk-Related Trauma in Youth), local police departments, the library, and the media.

Students brainstorm why adolescents and young adults are over represented in traffic fatalities.

Reasons for this overrepresentation could include:

<ul style="list-style-type: none">• poor decision making• substance use• lack of experience driving• choice of vehicles• peer pressure	<ul style="list-style-type: none">• belief that they are not susceptible to danger• choice of protective equipment – seat belts, helmets• lack of respect for the laws that are meant to protect them – G1, G2 regulations• poor vehicle maintenance
--	---

Part D – Invite a graduate from your high school who is attending university or college. This graduate shares a situation that he or she experienced in postsecondary education where there was a threat to the safety of him or herself or others, e.g., drinking and driving, pressures of sexual activity, or campus safety. After the graduate has shared the situation with the class, have the class break into small groups in order to discuss and assess what skills and strategies should have been used to deal with this situation to help reduce risk. Have each group share their solution with the class. The teacher will assess their solutions. After all solutions are shared, ask the graduate to share how the situation was dealt with. Students then ask the graduate if he/she thought the skills and strategies they choose to deal with the situation would be effective.

6. In small groups, students use computers and research the causes of certain types of interpersonal violence. The teacher assigns one type of interpersonal violence to each group, which could include stalking, domestic violence, child sexual abuse, child physical abuse, date rape, rape and sexual assault, harassment, family violence, violent crimes, hate crimes, workplace violence, gang violence, elder abuse, and extortion.

The teacher may choose to focus on the types of violence most affecting college and university students, which are:

- rape and sexual assault, dating violence;
- non-sexual physical assault including fights, mugging, hazing;
- hate crimes.

Students describe how this type of interpersonal violence affects individuals who have been exposed to it. Students then record their findings on a worksheet. Students also research sources of support for these individuals. This should include local and school resources, as well as Internet sites, books and hotlines. Information research is presented orally to the class. The teacher evaluates the presentations using a checklist and communication rubric. Following the presentations, the teacher provides the class with a summary of the information presented.

Assessment & Evaluation of Student Achievement

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

- a formative assessment of students' responses to the positive and negative aspects of conflict by providing anecdotal feedback (LS2.01);
- a formative peer assessment of guidance counsellor situations that demonstrate strategies to cope with conflict using a conflict resolution checklist (LS2.03);
- a formative evaluation of personal (or fictitious) situations demonstrating an understanding of the importance of respect for self and respect for others in reducing conflict in their personal lives using a marking scheme (LSV.02);
- a formative assessment of students' understanding of the factors that promote harmony among people in a newspaper response presentation using anecdotal comments or a formative evaluation of presentations using a marking scheme and group work rubric (LS2.02, LS3.01);

- a formative assessment by providing anecdotal feedback on a safety chart related to students' ability to use skills and strategies in dealing with threats to personal safety and the safety of others (HL2.04, HL2.05);
- a formative assessment by providing anecdotal feedback related to the students' ability to assess strategies to reduce risk presented by a guest speaker (HL2.06);
- a formative evaluation of interpersonal violence research presentation of students analysing the causes of certain types of interpersonal violence, describing the possible effects of violence on individuals exposed to it in their personal lives, and identifying sources of support for individuals exposed to violence using a checklist and communication rubric (HL2.01, HL2.02, HL2.03).

Resources

Canadian HIV/AIDS Clearinghouse – <http://www.clearinghouse.cpha.ca/> 613-725-3769
fax 613-725-9826

This site provides information to support Canadian activities in the area of HIV prevention.

Centre for Addiction and Mental Health (CAMH), Audio Visual Lending Service
– http://www.camh.net/camh_library/audiovisuals/index/html. Online video catalogue subject index, alphabetical index, target audience and brief description including year of production, rating, and length.

Donatelle, Rebecca J. and Lorraine G. Davis. *Access to Health*. Toronto: Allyn 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

Halton Region Health Department – Sexual Health Program
– <http://www.region.halton.on.ca/health/programs/sexualhealth/Relationships/default.htm>.
These pages provide information and activities on healthy relationships.

Health Canada. *Skills for Healthy Relationships: A Program About Sexuality, AIDS and other STDs: Teacher Resource Package*. Health Canada, 1993.

Hubbard, Betty M. *Sexuality and Relationships*. Scotts Valley: ETR Associates (1-800-321-4407), 1997.
Killing Me Softly III Video

Moles, Kerry. *The Teen Relationship Workbook: for professionals helping teens to develop healthy relationships and prevent domestic violence*. Beachwood: Wellness Reproductions, 2001.
ISBN 1-893277-03-8

Ontario Physical and Health Education Association. *Grade 11 Health and Physical Education Healthy Active Living Education PPL30 – Module #1 Healthy Relationships and Sexuality Course Profile Supplement (Catholic and Public)*. Toronto: OPHEA 2000.

Planned Parenthood Federation of Canada. *Beyond Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa: 2001. – www.ppfc.ca

Pruitt, B.E. and J.J. Smith. *Health Styles Decisions for Living Well*. Toronto: Saunders College Publishing, 1994. ISBN 0-03-094072-9

Whitfield, Charles L. *Boundaries and Relationships: Knowing, protecting and enjoying the self*. Dearbeach Florida: Health Communications Inc., 1993.

Wolfe, D.A., C. Wekerle, R. Gough, D. Reitzel-Jaffe, C. Grasley, A. Pittman, L. Lefebvre, and J. Stumpf. *The Youth Relationships Manual*. Thousand Oaks: SAGE Publications Inc., 1996.

Activity 3: Applying Positive Mental Health Strategies

Time: 10 hours

Description

Students examine the importance of relationships and communication with others to mental health. They are given various opportunities to demonstrate their ability to enhance their own mental health through the use of role plays and scenarios. Through the use of journals, students identify strategies they use daily to enhance their mental health and apply skills to manage stressful situations they encounter. Students research and present a specific mental health issue with accompanying community resources.

Strand(s) & Learning Expectations

Strand(s): Healthy Living and Living Skills

Overall Expectations

HLV.03 - demonstrate an ability to use specific strategies to enhance their own mental health and that of others;

Specific Expectations

HL3.01 - demonstrate an understanding of specific mental health issues (e.g., depression, anxiety, suicide);

HL3.02 - apply the skills necessary to manage stressful situations (e.g., death and dying, mental or physical illness in a family);

HL3.03 - demonstrate an ability to use skills to enhance their own mental health;

HL3.04 - describe the importance of relationships and communication with others to mental health;

HL3.05 - identify sources of information on and services related to mental health (e.g., the Internet, libraries, community agencies, media) in the community and beyond.

Planning Notes

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

- Provide a worksheet for students to identify characteristics of a mentally healthy/unhealthy person.
- Create cards that describe communication strategies that are used in various relationships that are effective and ineffective.
- Prepare a homework assignment worksheet for students to use to assess the communication strategies used in relationships.
- Prepare mental health skills stations. Equipment required will include a *Pilates* video, soothing music, yoga illustration cards, motivational story (e.g., from *Chicken Soup for the Soul*), mental imagery CD, breathing technique CD, VCR, 3 CD players, journal entry worksheet, and mats.
- Provide a self-assessment reflection sheet to identify skills used to enhance mental health.
- Prepare a journal template for journal entries demonstrating the ability to handle stressful situations.
- Develop a checklist to evaluate the journal entries.
- Develop a student worksheet with a related marking scheme to record mental issues/support information.

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 activity, students should have:

- group work skills;
- the ability to take notes during class discussions;
- knowledge of mental health, stress management, coping strategies and relaxation techniques.

Teaching/Learning Strategies

- Students complete a review handout where they identify the characteristics of a mentally healthy and unhealthy person. Students add at least four more characteristics of a mentally healthy person and unhealthy person to this handout. The following is an example:

Characteristic	Mentally Healthy Person	Mentally Unhealthy Person
Responsible for own personal behaviour	X	
Inability to manage stress effectively		X
Lack of support network		X
Seeks help/advice when needed etc.	X	

In small groups, students sort cards created by the teacher that describe communication strategies that have been used in various relationships. Relationships could be between parents, siblings, friends, teachers, partners, or employers. Students sort cards under two headings, Effective Communication Strategies and Ineffective Communication Strategies. Strategies may include:

Effective Communication Strategies	Ineffective Communication Strategies
Listening attentively Listening between the lines Listening without judging Understanding what is being said before you respond Speaking clearly and assertively Understanding feelings of other person	Interrupting while someone is speaking Not getting the whole situation/story Sarcastic responses Slouching, pointing Non-attentive listening Emotional/overreacting Defensive behaviour

Students work in small groups brainstorming the consequences of effective and ineffective communication in relationships as it relates to mental health. They record this chart in their notes. The list could include some of the following:

Consequences of Effective Communication in Relationships as it Relates to Mental Health	Consequences of Ineffective Communication in Relationships as it Relates to Mental Health
<ul style="list-style-type: none"> interpersonal connection, e.g., being able to share experiences establishing a support system sensitive to others' needs being able to share stresses with others satisfying and lasting relationships 	<ul style="list-style-type: none"> isolation, e.g., thinking your stresses only happen to you withdrawal, loneliness deterioration of health lack of intimacy resentment towards others poor concentration

The teacher and students then come together as a large group and discuss their findings. The teacher gives verbal feedback to the students as to the validity of their responses. The teacher continues by further discussing the effects to mental health and the students note-take.

As a homework assignment, students use a worksheet to observe and assess the communication strategies used in relationships and their impact on one's mental health. Observations can be made from television, the cafeteria, at home, or in the mall. The worksheet includes the following guidelines: who is involved, description of situation, communication strategies used, outcome of situation, impact on mental health. The teacher assesses the students' homework assignment describing the importance of relationships and communication with respect to mental health using a communication rubric.

2. The teacher facilitates an in-class discussion with students to identify the various strategies people can use to enhance their own mental health. These strategies could include breathing techniques, exercise, laughter, meditation, stretching, yoga, music, talking to a friend, writing in a journal, having a bath, recreational activity, proper eating habits, sufficient sleep, time management skills, positive thinking, replacing the alarm response with a relaxation response, valuing self, planning and thinking ahead, expressing feelings, being social, communicating with people, seeking new activities, proper conflict resolution skills, and problem-solving skills.

Set up mental health skill stations that allows students to demonstrate their ability to use skills to enhance their own mental health. Activities for the stations could include the following:

<p style="text-align: center;">Station 1</p> <ul style="list-style-type: none"> • VCR with <i>Pilates</i> video • Students follow the video 	<p style="text-align: center;">Station 2</p> <ul style="list-style-type: none"> • CD player with soothing music, mats to lie on, and journal entry worksheet • Worksheet task – to express feelings in writing on things that are causing them stress 	<p style="text-align: center;">Station 3</p> <ul style="list-style-type: none"> • Yoga cards • Students perform tasks on cards and hold for required amounts of time
<p style="text-align: center;">Station 4</p> <ul style="list-style-type: none"> • Motivational story - see Resources • Students read the story 	<p style="text-align: center;">Station 5</p> <ul style="list-style-type: none"> • CD player with mental imagery sound track and mats • Students listen and follow directions 	<p style="text-align: center;">Station 6</p> <ul style="list-style-type: none"> • CD player with breathing technique instructional track and mats • Students listen to and follow directions

Students complete a self-assessment using a reflection sheet to identify the skills used to enhance their own mental health. They record which skills they found most effective for themselves and why. Provide a checklist to help them assess their homework.

3. The teacher provides the students with a four-day journal. The students complete journal entries and identify situations in their daily lives that enhanced their own mental health and how they demonstrated their ability to manage stressful situations. They are to provide details with respect to what the situation was, how they dealt with the situation, and upon reflection, additional strategies they may have used to create a positive outcome. Teachers evaluate the students' journal entries using a checklist.
4. In pairs, students research various mental health issues.

Examples:

- depression
- suicide
- anxiety - phobias
- concurrent disorders
- eating disorders
- problem gambling
- post-traumatic stress disorder
- obsessive-compulsive disorder
- seasonal affective disorder
- affective disorders

Each pair investigates one mental health issue. Students use a worksheet to record information. They should include a brief description of the issue, signs and symptoms, the impact it has on the individual, family, and society, and local community resources relating to this issue. Each pair makes a brief presentation on their findings. The class completes a worksheet during each presentation in order to compile a summary of the key points and a directory of community resources. The teacher evaluates the presentation using a marking scheme.

Assessment & Evaluation of Student Achievement

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

- a formative assessment of students' homework assignment describing the importance of relationships and communication with respect to mental health using a communication rubric (HL3.04);
- a formative self-assessment of a reflection sheet using a checklist to identify skills used to enhance their own mental health (HL3.03);
- a formative evaluation of students' journals which demonstrate the ability to use specific strategies to enhance their own mental health and manage stressful situations using a checklist (HLV.03, HL3.02);
- a formative evaluation of group presentation demonstrating an understanding of specific mental health issues, e.g., concurrent disorders, eating disorders, gambling, depression, anxiety, suicide, and identifying community resources on the Mental Disorders worksheet using a marking scheme (HL3.01, HL3.05).

Resources

Canfield, Jack and Mark Victor Hansen. *Chicken Soup for the Soul*. Deerfield Beach, FLA: Health Communications, Inc., 1996. ISBN 1-5584-379-0

Stories could be used for motivational station in Teaching Learning Strategy 2.

Conflict Resolution Network of Canada (CRNC) – <http://www.crnetwork.ca/>

The Conflict Resolution Network of Canada helps build constructive approaches to conflict in Canadian society.

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

Ontario Physical and Health Education Association (OPHEA) – <http://www.ophea.net>.

OPHEA is an online community where individuals and organizations can to access supports, get up-to-date information, access resources, and network with others.

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

The Higher Education Center for Alcohol and Other Drug Prevention: Info facts Resources: Interpersonal Violence and Alcohol and Other Drug – http://www.edc.org/hec/pubs/factsheets/fact_sheet4.html -

The Center has more than 100 products available, including fact sheets, articles, newsletters, and guides.

Valentine, Kristin. *Visual Images: Guided Excursions into Peace and Relaxation*, 2000.

(Audio CD) ASIN – B000059TGO

You CAN – <http://www.youcan.ca>.

A youth-led national non-profit group promoting unity, understanding, and communication.