

Grade 10 Healthy Living: Sample Unit Overview

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

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

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

TITLE OF UNIT	My Health, My Community, My Advocacy	GRADE LEVEL	10
Overall Expectations/Specific Expectations			
<p>Overall Expectation: By the end of the course students will:</p> <ol style="list-style-type: none"> 1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade. <p>Specific Expectations: By the end of the course students will:</p> <ol style="list-style-type: none"> 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. 1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education. <p>Overall Expectations: By the end of this course students will:</p> <ol style="list-style-type: none"> C3. demonstrate the ability to make connections that relate to health and well-being, how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being. (Making Connections to Healthy Living) 			

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

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

Sample Learning Goals:

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

I am learning:

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

Possible “Big” Questions:

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

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

Sample End of Unit Performance Task (Assessment of Learning)

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

Taking Action: My Promise

Students work individually to complete this task.

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

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

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

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

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

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

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

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