

Grade 11 Healthy Living: Sample Unit Overview

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

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

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

TITLE OF UNIT	Understanding and De-stigmatizing Mental Illness	GRADE LEVEL	11
Overall Expectations/Specific Expectations			
<p>Overall Expectation: By the end of the course students will: 1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p> <p>Specific Expectations: By the end of the course students will:</p> <ul 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. 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. 1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. 1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members. 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education. 			

Overall Expectations/Specific Expectations

Overall Expectation:

By the end of this course students will:

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

Specific Expectations:

By the end of the course students will:

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

C1.4 demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and well-being (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness).

Overall Expectation:

C3. demonstrate the ability to make connections that relate to health and well-being, how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being. (Making Connections for Healthy Living)

Specific Expectations:

By the end of the course students will:

C3.4 describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance use). [PS, IS]

C3.5 describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour) and identify strategies that could be used to reduce stigma in their local community. [PS, IS, CT]

Sample Learning Goals:

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

I am learning:

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

Possible “Big” Questions:

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

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

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

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

Raising Awareness about Mental Illness

Students work individually to complete this task.

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

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

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

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

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

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

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

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

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	Using their analysis, students devise and communicate their personal stress busting strategy for healthy living. Using a format of their choosing (e.g., graphic organizer, personal journal, sticky notes) students describe strategies they can use to maintain or improve their physical and mental health and well-being. [PS, CT]	
I am learning about what I might do to help reduce stigma in my local community. [1.2, 1.4, 1.5, C3.5]	<p>Consolidation: As a class, brainstorm a variety of ways that students might share their learning with their peers, school, and/or local community to reduce the stigma of mental illness, such as using a poster, public service announcements, a video, or a presentation to a school, parent, or community wellness group.</p> <p>Using the information shared during the brainstorming, students select a format for sharing their learning and develop an advocacy piece to share their strategy. [IS, CT]</p> <p>Students may present their advocacy piece to a group (e.g., parent council, student-run wellness council) or display the item in an appropriate site for their audience (e.g., school website). [IS]</p>	Assessment for/as Learning: Assess the student advocacy piece.
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 to the living skills they are learning while participating in other aspects of the course. For example: <ul style="list-style-type: none"> Personal Skills—adapting to challenges when trying new activities, seeking support from others to achieve their personal physical activity goals Interpersonal Skills—using positive social behaviours and applying teamwork and social skills during physical activities; Critical and Creative Thinking—using analytical skills to identify and implement solutions while participating in physical activities, describing strategies to achieve personal goals. 	
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, 1.2 Making Connections: C2.1, 2.3 Making Connections to Healthy Living: C3.1, 3.2, 3.3 	

Support Resources:

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

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

http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing_Guide_Planning_Assessment_With_Instruction.pdf

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