

## Grade 12 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 Health Choices, with specific health content linked to them. This approach helps demonstrate how students can make connections between various aspects of their well-being, with respect to the content areas of Healthy Eating, 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 “Map of Wellness” for Healthy Living as I Become More Independent	GRADE LEVEL	12
<b>Overall Expectations/Specific Expectations</b>			
<p><b>Overall Expectation:</b>  <b>By the end of the course students will:</b>            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><b>Specific Expectations:</b>  <b>By the end of the course students will:</b></p> <p>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.</p> <p>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.</p> <p>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.</p>			

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

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 Expectation:**

By the end of the course students will:

C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. (Making Healthy Choices)

**Specific Expectations:**

By the end of this course, students will:

C2.1 demonstrate the ability to make healthy eating decisions that take into account their personal requirements and resources (e.g., nutritional needs, personal likes, ethical and environmental values, budget, time available to shop and cook, access to different kinds of foods) in a variety of situations that they may encounter now and in the future (e.g., camping, living on their own, sharing accommodations) [PS, CT]

C2.3 describe how coping and interpersonal skills and their knowledge of personal protective and risk factors can be used to develop resilience and enhance their ability to make healthy choices, including the avoidance of substance use and addictive behaviours [PS, IS, CT]

C2.4 identify their personal aptitudes and interests, and describe how this knowledge can be applied to the development of goals and life plans [PS]

C2.5 identify the skills and resources that they will need to maintain their personal health and well-being as they become more independent (e.g., budgeting and time-management skills, interpersonal skills, cooking and meal-planning skills, recreational and leisure opportunities, access to health care and other supports) [PS, 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 continue to make healthy eating decisions in a variety of situations based on my nutritional needs and the resources I have. [1.1, 1.5, C2.1]
- to explain how my personal and interpersonal skills help me be resilient when I face challenges or changes. [1.1, 1.2, 1.3, 1.4, C2.3]
- to explain how my knowledge of protective and risk factors can help me avoid risky behaviours and continue to make healthy choices. [1.1, 1.2, C2.3]
- to identify my strengths and interests to help me set goals for my future. [1.1, C2.4]
- to identify the skills and resources I have now and those I will need to continue to make healthy choices to maintain my personal health and well-being as I become more independent. [1.1, 1.2, C2.5]

**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 do I need to consider to make sure I eat healthy in different situations with the resources I have? [1.1, 1.5, C2.1]
2. What factors might pose a risk to my health and well-being now and as I become more independent? [1.1, 1.2, C2.3]
3. What factors protect me from risks now and as I become more independent? [1.1, 1.2, C2.3]
4. What skills and resources do I have that protect me from risks and help me make healthy choices to achieve my goals? [1.1, 1.2, C2.4]
5. What additional skills and resources might I need to avoid risks and enhance my personal health now and as I become more independent? [1.1, 1.2, C2.5]
6. How will I stay focused on making healthy choices when I face challenges and as I become more independent? [1.1, 1.2, C2.4, C2.5]
7. What do I need to maintain my optimal health and well-being in my future? [1.1, 1.2, C2.3, C2.4, C2.5]

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

**Performance Task Description:** Students create a Personal Wellness Philosophy to demonstrate their learning.

**My Wellness Philosophy for Life Long Healthy Active Living**

Students work individually to complete this task.

Have students imagine they are applying for their “dream job”. The employer is seeking individuals who have a strong sense of personal wellness, know how to maintain it, and know how to deal with challenges and changes that are part of the fast-paced world of that business. Healthy eating and physical activity are important values of the company. As part of their application, students are asked to share their personal wellness philosophy and how they maintain and enhance their personal wellness, particularly in the face of challenges and change. To provide a thorough picture of their Personal Wellness Philosophy, they need to communicate:

- what they do to maintain optimal health and why it is important for them to do so
- an inventory of the personal and interpersonal skills they possess and resources that they draw upon to be resilient to challenges and change
- skills and resources they can continue to build to show their commitment to lifelong healthy active living
- their ability to make healthy eating choices based on their needs and the resources they have at work and in their living environment
- skills and resources they rely on to enhance their life choices and maintain their well-being.

Students imagine that the employer has given them the choice of how to share their Personal Wellness Philosophy. They may consider creating a “map of wellness”, a written reflection, a personal “play book”, a “conversation with myself”, or another format of their choosing.

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><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Students can demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse and can describe ways they can respond to and prevent such situations.</li> <li>• Students can demonstrate an understanding of relationships stages and describe skills and strategies needed to maintain a satisfactory relationship.</li> <li>• Students can analyse the occurrence of harassment, violence, and abuse in relationships, and describe resources and supports that are available, and actions that can be taken to deal with these problems.</li> </ul>	
<p>I am reflecting on what I know about protective and risk factors and skills that support my overall health and well-being. [1.1, 1.4, C2.1, C2.3, C2.4, C2.5]</p>	<p><b>Assessing Prior Learning/Minds On:</b> Record each of the following terms on a separate sheet of chart paper: Protective Factors for Youth, Risk Factors for Youth, Resiliency, Coping Skills, Interpersonal Skills, Conflict Resolution Skills, Wellness, Optimal Health, and Healthy Eating. Post the chart papers around the room. Student work in small groups, rotating with their group to each of the chart paper stations. They record what they know about each term. Have students use their mobile devices/school technology to search for terms to build further understanding of the concept. Ask students to post their work to collectively create the Word Wall that will be used throughout the remainder of this unit, in order to enhance student learning.</p> <p>Alternatively, have students use an electronic application to post their ideas allowing students to share their ideas and access the information outside of class time. [PS, IS]</p> <p>Using The Ponder It, Post It strategy, pass out sticky notes and have students record their responses to the following questions: What do you find interesting, confusing, and/or surprising about the information gathered? What does it mean to you? What do you want to know more about this information? [PS]</p> <p>Post a sheet of chart paper by the exit door of the classroom and label it “The Parking Lot”. Explain that students’ sticky notes will be used throughout the learning as discussion points and ideas to further consider. Ask students to post their notes on the Parking Lot chart paper as they exit the classroom for the day.</p> <p>Introduce the learning goals and deconstruct them with students. Co-construct success criteria with students.</p>	<p><b>Assessment for Learning:</b> Review Parking Lot sticky notes to assess for students’ understanding of protective and risk factors and next steps.</p>

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<p>I am learning to identify my strengths and interests to help me set goals for my future. [1.1, C2.4]</p>	<p><b>Action:</b> Have students create a graphic organizer that contains boxes with the following titles: Education/Career Path, Living Arrangements, Relationships, Interests, Social Life, and Leisure Pursuits. The goal is to create their personal vision of their future by predicting what they want their life to look like in the next 3 to 4 years. [PS]</p> <p>Using their prior knowledge of how to create a goal, students articulate one goal they would like to achieve that will bring them closer to their vision. Students identify some of the skills they need to focus on, in order to help them achieve their goal and bring them closer to realizing their vision. [CT]</p>	
<p>I am learning to explain how my knowledge of protective and risk factors can help me avoid risky behaviours and continue to make healthy choices. [1.1, 1.2, C2.3]</p> <p>I am learning to explain how my personal and interpersonal skills help me be resilient when I face challenges or changes. [1.1, 1.2, 1.3, 1.4, C2.3]</p> <p>I am learning to identify the skills and resources I have now and skills I would like to strengthen. [1.1, 1.2, C2.5]</p>	<p>Working in small groups, students use the Graffiti strategy and information from the Word Wall activity to respond to questions about the three following topics: Risk Factors and Risk Behaviour, Protective Factors and Healthy Choices, and Looking Forward. Possible questions for each topic include:</p> <p><b>Risk Factors and Risky Behaviour:</b></p> <ul style="list-style-type: none"> <li>• What are some potential risks youth may encounter?</li> <li>• Which risk factors are in your control?</li> <li>• What strategies can you use to help reduce the impact of those risk factors in your life?</li> <li>• How does being physically active help to manage those risk factors?</li> <li>• What resources can you use to cope with situations that are detrimental to your health?</li> <li>• Why might we not always draw upon these skills and resources? [PS, IS]</li> </ul> <p><b>Protective Factors and Healthy Choices:</b></p> <ul style="list-style-type: none"> <li>• What protective factors might youth draw upon to help avoid risks and make healthy choices?</li> <li>• What skills are important for youth to develop to continue to be resilient as they face challenges and change?</li> <li>• How might you continue to build these skills?</li> <li>• What are the potential risks to a person's health and well-being if they do not have these skills or lack a support system?</li> <li>• Why is it important for youth to have strategies for maintaining their well-being and to know of support resources they can access?</li> <li>• What wellness strategies might you advise your friends to engage in to help them manage challenges? [PS, IS]</li> </ul>	<p><b>Assessment for Learning:</b> Review the Graffiti posters for students' understanding of concepts of protective and risk factors and skills and resources needed to make healthy choices.</p>

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><b>Looking Forward:</b></p> <ul style="list-style-type: none"> <li>• What are the potential risk factors students may encounter in different environments as they leave high school and become more independent?</li> <li>• What strategies would be useful for youth to use in order to manage those risks?</li> <li>• What skills and resources do you think will be the most important for students to maintain as they leave high school and begin the next phase of their lives?</li> <li>• How can involvement in physical activity support someone in building skills for healthy living?</li> <li>• How will these skills help someone continue to be healthy and make healthy choices?</li> <li>• What new resources might students need to be aware of or seek out as they become more independent and adapt to their new environment?</li> <li>• Why are these resources important for someone to have or know about for their personal health? [PS, IS]</li> </ul> <p>Have groups share their responses to the Graffiti posters. Facilitate a conversation that helps students make connections between their thinking in the Graffiti activity and the importance of their having knowledge of protective and risk factors and skills to reduce the chance of their involvement in risky behaviours, all of which will help them make healthy choices both now and in their life beyond high school.</p> <p>Provide students with a list of the living skills from the Living Skills Chart in <i>The Ontario Curriculum, Grades 9 to 12: Health and Physical Education</i>, page 27 (available from <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf</a>). Using the Living Skills chart, students identify and highlight the skills they consider to be their strengths that help them cope and manage challenges, and skills they would like to further develop in order to manage challenges. Below the chart, students write one strategy they might use to develop these skills and list support resources that are helpful to use when avoiding unhealthy behaviour and working to continue making healthy choices. [PS, CT]</p>	<p><b>Assessment for Learning:</b> Observe during class discussion to determine possible gaps in student learning related to protective and risk factors and skills needed to reduce the chance of involvement in risky behaviours and to make healthy choices.</p>

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>I am learning to continue to make healthy eating decisions in a variety of situations based on my nutritional needs and the resources I have. [1.1, 1.5, C2.1]</p>	<p>Provide students with a variety of scenarios they might encounter now and in the future that may pose a challenge to their well-being with respect to healthy eating. These challenges may be based on the nutritional choices they have available to them and/or the resources they have to make healthy choices (e.g., travelling with a friend through Canada after high school while on a strict budget; living independently with limited kitchen facilities while going to university/college; living in a residential community with a set meal plan; living in a shared accommodation with shared living expenses). As a class, brainstorm possible factors they need to consider when making healthy eating decisions in different situations. Working in small groups, students identify factors they must consider about their chosen scenario (e.g., their nutritional needs, budget, cooking skills, preferred food choices, and other resources). They then prioritize these factors from most to least important. Students devise a plan for making healthy eating choices based on their situation, needs, and resources. Have groups present their plan to the class. [PS, IS, CT]</p>	<p><b>Assessment for Learning:</b> Use a checklist, with the list of factors identified by the class, to assess the groups' analysis and decision for eating healthy in a given situation.</p>
<p>I am learning to identify the skills and resources I will need to continue to make healthy choices to maintain my personal health and well-being as I become more independent. [1.1, 1.2, C2.5]</p>	<p><b>Consolidation:</b> Repost the Graffiti chart papers for reference. Provide students with a T-chart to help them organize their thinking. Using their highlighted living skills chart, students create their personal inventory of skills and resources to help them manage risks and make healthy choices. Students label one side of the chart "Now" and the other side "Tomorrow". On the "Now" side, students identify and record the skills, strategies, and protective factors they feel they currently possess that help them manage risks and make healthy choices in their present circumstances. On the side of the T-chart labelled "Tomorrow", they identify and record the potential risks they may face as they leave high school and begin the next phase of their life. Students then list the protective factors that they can continue to draw upon and the skills, strategies, and resources they will need to either maintain or develop that can help them manage risks and help them continue to make healthy choices in their future circumstances. [PS, CT]</p> <p>Have students recall their personal vision of their future, their goal for identifying their nutritional needs, and the resources they anticipate having at that time in their life. Students then describe their plan for healthy eating that will keep them healthy and well as they pursue their life goals. [PS, CT]</p>	<p><b>Assessment for Learning:</b> Review individual T-charts for depth of analysis and consolidation of information related to skills, strategies, and protective factors they have and need, and provide anecdotal feedback.</p> <p><b>Assessment for Learning:</b> Students self-assess their healthy eating plan using the criteria established in the previous activity.</p>

### Considerations for Making Connections and Additional Learning.

<b>Making Connections</b>	<p><b>Considerations for Making Connections:</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>• Personal Skills—adapting and applying solutions to overcome challenges to support their personal fitness and activity goals;</li> <li>• Interpersonal Skills—using teamwork skills and communicating effectively to increase their chance of success during physical activities, being inclusive when working with others;</li> <li>• Critical and Creative Thinking—evaluating the effectiveness of various physical activity and fitness programs, approaches, and equipment developing, implementing, and revising a plan to help them achieve personal fitness and activity goals for life-long wellness.</li> </ul> </li> </ul>
<b>Additional learning</b>	<p><b>Considerations for further learning connected to Healthy Living:</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>• Understanding Health Concepts: C1.1, C1.2, C1.3</li> <li>• Making Connections to Healthy Living: C3.1, C3.2, C3.3, C3.4</li> </ul> </li> </ul>

#### 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](http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing_Guide_Planning_Assessment_With_Instruction.pdf)

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