

## Grade 9 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, Making Healthy Choices, and Making Connections to 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, 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	Factors That Influence my Well-Being	GRADE LEVEL	9
<b>Overall Expectations/Specific Expectations</b>			
<p><b>Overall Expectation:</b> By the end of the course students will:</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Specific Expectations:</b> By the end of the course students will:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>			

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

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:

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

**Specific Expectations:**

By the end of this course students will:

C1.2 demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy), and describe strategies that they can apply to ensure their safety while using these technologies. [IS, CT]

C1.3 demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions. [PS, CT]

**Overall Expectation:**

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 Expectation:**

C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships [PS, IS]

**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 to Healthy Living)

**Specific Expectation:**

C3.3 describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour) [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 use my personal skills to understand factors that affect my health and develop the skills I need to be healthy. [1.1, 1.2, C1.3, C2.2, C3.3]
- to use my interpersonal skills to build healthy relationships and respond to bullying and harassment. [1.3, 1.4, C3.3]
- to use critical-thinking skills to process information and draw conclusions about factors that may affect my safety and well-being. [1.5, C1.3, C2.2, C3.3]
- to understand both the benefits and risks of electronic communication technology. [1.3, 1.5, C1.2]
- to apply strategies to stay safe while using technology. [1.1, 1.5, C1.2]
- to understand the factors that help me be resilient and affect the choices I make. [1.1, 1.2, 1.5, C1.3]
- to understand the factors that might compromise my ability to cope with challenges. [1.1, 1.2, 1.5, C1.3]
- to understand the skills and strategies I need to build healthy relationships. [1.1, 1.3, 1.4, 1.5 C2.2]
- to describe skills and strategies that can be used to prevent or respond to bullying and harassment. [1.2, 1.3, 1.5, C3.3]

### 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 ways that technology benefits me? [1.1, 1.3, 1.5, C1.2]
2. How can technology be harmful to me, and what do I need to be aware of when I am communicating online? [1.1, 1.3, 1.5, C1.2]
3. How can I keep myself safe when I am communicating in an online environment? [1.1, 1.5, C1.2]
4. What factors influence my sense of self? [1.1, C1.3]
5. What factors in my life help me to be resilient when I am faced with challenges? [1.1, 1.2, 1.5, C1.3]
6. What factors in my life might compromise my ability to cope with challenges, and how can I reduce the impact of those factors? [1.1, 1.2, 1.5, C1.3]
7. What skills and strategies do I need to make sure I can build healthy relationships? [1.1, 1.3, 1.4, C2.2]
8. What skills and strategies can I use to respond to bullying and harassment if it happens to me or to others around me? [1.2, 1.3, 1.5, C3.3]

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

**Performance Task Description:** Students create an advocacy message promoting healthy choices in the school community.

#### Youth Advocacy Project: Healthy Choices, Healthy Community

Students work individually to complete this task.

Students assume the role of a member of a school committee known as YAP (Youth Advocacy Project), made up of a diverse group of grade 9 students. The purpose of YAP is to focus on youth health and well-being. The goal of YAP is to encourage youth to think about how the choices they make and the factors in their lives can affect their own well-being and that of their peers. In keeping with its goals, the committee focuses on increasing youth awareness about technology, factors that protect youth from risks, factors that may put them at risk, and the importance of relationship skills in supporting their health and well-being and the well-being of others.

As part of YAP, students devise a message for their peers that provides them with information about:

- keeping themselves safe when using technology
- protective factors and how to build them
- potential risk factors and how to manage them
- the importance of building relationship skills
- strategies that youth can use to develop relationship skills
- how to use all of this information to make healthy choices
- why and how to respond to bullying and harassment
- why and how to advocate for the safety and well-being of others.

Students choose the format for their YAP message, which can be a speech, social media message, YouTube video, article for the school website, PSA (Public Service Announcement), e-flyer, or e-pamphlet. Students work as though their product will be published as part of the school's focus on a safe and inclusive space for all, so the YAP message they develop must include that focus.

### 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 explain how active living and healthy eating contribute to their physical health and mental, emotional, and spiritual well-being, and describe the benefits of a holistic approach to their health.</li> <li>• Students can apply their knowledge of basic nutrition principles and healthy eating practices to develop a healthy eating plan.</li> <li>• Students can describe social factors that may influence substance use or behaviours leading to addictions, and explain how decision making and communication skills can be used to respond to these influences.</li> </ul>	

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<p>I am recalling what I have learned about bullying and harassment and skills I have to deal with bullying and harassment. [1.1, 1.5, C2.2, C3.3]</p>	<p><b>Assessing Prior Learning/Minds On:</b> Using the See, Hear, Feel and Act strategy, have students think about both their face-to-face environment and the online environment in which they communicate with others. On chart paper or in a shared e-document, ask students to record their responses to the following questions. (Students may use words, pictures, or diagrams to convey their information.):</p> <ul style="list-style-type: none"> <li>• What do bullying and harassment look like?</li> <li>• What do bullying and harassment sound like?</li> <li>• What do bullying and harassment feel like?</li> <li>• What can you do to respond to bullying and harassment?</li> <li>• What advice would you give to others when they are being bullied or harassed?</li> <li>• What skills do you need to develop to deal with bullying and harassment if you are the target or if you see someone else being targeted? [PS]</li> </ul> <p>Introduce the learning goals and deconstruct them with students. Co-construct the success criteria with students.</p>	<p><b>Assessment for Learning:</b> Observe students using interpersonal and critical- and creative-thinking skills as they answer questions and articulate their answers.</p>
<p>I am learning to understand both the benefits and risks of electronic communication technology. [1.3, 1.5, C1.2]</p>	<p><b>Action:</b> Using a T-Chart strategy, students work in small groups to generate ideas about the benefits and risks of electronic communication technology. Groups create a T-chart (or as appropriate, provide one for them) labeling the left side of the chart “Benefits” and the right side of the chart “Risks”. [IS, CT] Using the T-chart, have students reflect upon the following: Teacher prompt: “Think about how you used technology each day to communicate and to gather information.” Groups record their responses to the following questions:</p> <ul style="list-style-type: none"> <li>• What are some of the ways that online communication and technology benefit you?</li> <li>• What are some of the risks that are associated with online communication and technology?</li> </ul>	

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<p>I am learning to use communication and critical-thinking skills to process information and draw conclusions about the safe use of technology. [1.3, 1.5, C1.2]</p> <p>I am learning to apply strategies to stay safe while using technology. [1.1,1.5, C1.2]</p>	<p>Have groups share their information with the class. As groups are sharing their information, ask the other groups to listen attentively for any information that is missing from their group chart. After all groups have shared their information, ask the groups to add any ideas that are missing from their own T-chart. [IS, CT]</p> <p>Facilitate a class discussion to ensure students have identified common risks (<i>e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy</i>).</p> <p>Next, groups create a box at the bottom of the T-chart labelled "Things to Be Aware of and Strategies to Stay Safe". Ask groups to record their responses to the following questions:</p> <ol style="list-style-type: none"> <li>1. Based on the ideas your group and the class generated, what are things you need to be aware of when using electronic communication technology to communicate or access information?</li> <li>2. What steps can you take to protect yourself and make sure you maintain your personal safety when using technology? [PS, CT]</li> </ol> <p>Using the Exit Pass strategy, have students individually answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What do you need to be more aware of when communicating online?</li> </ol>	<p><b>Assessment for Learning:</b> Review Exit Passes to assess for learning and next steps.</p>
<p>I am learning to understand the factors that help me be resilient and that affect the choices I make. [1.1, 1.2, 1.5, C1.3]</p>	<p>As a class, generate a definition for the word "resiliency". Ask the class to generate examples of what resiliency looks like, sounds like, and feels like.</p> <p>Using the Think-Pair-Share strategy, have students reflect on why resiliency is important to a person's overall health and well-being. Students share their thoughts with a partner. Then volunteer pairs share their thinking with the class.</p>	

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<p>I am learning to understand the factors that might compromise my ability to cope with challenges. [1.1, 1.2, 1.5, C1.3]</p>	<p>Using the Four Corner strategy, post the following labels in four corners or areas of the activity area: Support; Communication Skills; Coping and Stress-management Skills; and Good Health. Divide students into four groups. Ask each group to move to one of the four Corners and brainstorm what that factor means and how it might influence a person's ability to cope with challenges. (e.g., What does this term mean to you? List some examples to illustrate your understanding of the term. What are the different sources of support a person may rely upon when faced with challenges? How do those supports help a person cope and continue to make healthy choices? How do communication, coping and stress management skills help an individual cope with challenges? How does being healthy help a person cope with challenges?) [IS, CT]</p> <p>When groups have completed their brainstorming, generate a class discussion about protective factors, risk factors, and how risk factors might compromise a person's resilience and lead to unhealthy choices. Use the following questions to guide the discussion:</p> <ul style="list-style-type: none"> <li>• What other factors might help a person to cope with challenges?</li> <li>• How might an absence of some of those factors in a person's life affect their ability to cope with challenges?</li> <li>• What are some other factors that might pose a risk to a person's ability to cope with challenges? (e.g., lack of resources, family history, genetics)</li> <li>• What are some unhealthy behaviours and choices a person might engage in when trying to forget about their problems or when trying to cope if they do not have support?</li> <li>• What are some of the risk factors that are beyond a person's control? (e.g., heredity)</li> <li>• What factors are within a person's control to strengthen? (e.g., coping skills, communication skills, problem-solving skills)</li> <li>• What are some of the ways that you can strengthen your resilience? (e.g., learn coping strategies such as positive self talk, build sources of support, find healthy leisure activities that help them relax)</li> <li>• How can you apply these same strategies to different situations in your life? (e.g., making healthy choices related to addictive behaviours such as limiting screen time)</li> </ul>	<p><b>Assessment for Learning:</b> Use the class discussion to determine possible gaps in student understanding.</p>

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<p>I am learning to understand the factors that might compromise my ability to cope with challenges. [1.1, 1.2, 1.5, C1.3]</p>	<p>Using a graphic organizer and their learning from the Four Corner activity and large group discussion, students complete a Personal Power Inventory. This is valuable in helping students understand how much control they have over building protective factors regardless of their individual life circumstances. It may also help them determine strategies to build their own resiliency. If possible, before students complete their inventory, show an inspirational video clip of a young person overcoming adversity to show how building protective factors helped them be resilient.</p> <p>Students complete their Personal Power Inventory by identifying:</p> <ul style="list-style-type: none"> <li>• two protective factors that help them be resilient to challenges and help them avoid unhealthy behaviours</li> <li>• one strategy they can use to build protective factors in their life and describe how this strategy can help them make healthy choices for their well-being (e.g., spend more time with friends who have the same interests)</li> <li>• one strategy they can use to cope with challenges and continue to build their resiliency and describe how that can help them build resiliency (e.g., get more sleep and eat as healthy as possible when they are feeling stressed and anxious to better cope). [PS, CT]</li> </ul>	
<p>I am learning to understand the skills and strategies I need to build healthy relationships. [1.1,1.3, 1.4, 1.5, C2.2]</p>	<p>Create or gather scenarios that illustrate different types of healthy and unhealthy relationships (e.g., peer, school and intimate relationships). Provide groups of students with a T-Chart and one of the scenarios. Using the T-chart strategy, students label one side “Behaviours Evident in a Healthy Relationship” and the other side “Behaviours Evident in an Unhealthy Relationship”. Students analyse the scenarios and identify common behaviours that are evident in the healthy relationships (e.g., honesty, respect, communication, shared decision making) and the common behaviours that are evident in the unhealthy relationships (e.g., unbalanced power and control, isolation, negative peer pressure, threats, unreasonable pressure, physical or verbal violence). Upon completion of their analysis, have groups think about other communication skills that are needed to build healthy social relationships that may not be evident in the scenarios (e.g., assertiveness skills, refusal skills, conflict resolution and problem solving skills), and have them add these skills to their group T-chart. Ask the groups to share their analysis with the class. [IS, CT]</p>	



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<p>I am learning to use my interpersonal skills to build healthy relationships. [1.3, 1.4, C2.2]</p>	<p>As a class, generate a list of strategies that young people can use to seek help if they are involved in an unhealthy relationship (e.g., talk to someone they trust, get help) and a list of strategies to build healthy relationships with their peers, with family, and in their intimate relationships (e.g., seek advice to clarify feelings about a relationship; learn to be confident in communicating your feelings; get to know yourself, your interests, and your goals; take time to figure out what you think and value; develop strategies to be true to your values). Ask students to record these strategies on the bottom of their group T-Charts. [CT]</p> <p>Assign each group one of the “unhealthy relationship” scenarios and have them rewrite or re-enact the scenario to illustrate how to use the strategies that they generated to help the person(s) involved in the unhealthy relationship (e.g., use assertiveness and refusal skills, get counselling support from a trusted adult).</p> <p>Have groups share the revised scenario with the class. [IS, CT]</p>	<p><b>Assessment for Learning:</b> Observe the revised scenarios to assess students’ understanding of the skills and strategies needed for healthy relationships.</p>

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<p>I am learning to describe skills and strategies that can be used to prevent or respond to bullying and harassment. [1.2, 1.3, 1.5, C3.3]</p>	<p><b>Consolidation:</b>            “I Will Take A Stand” – Public Advocacy            Provide students with a summary of the latest version of the Accepting Schools Act in Ontario. Explain that the act “requires all school boards to take preventive measures against bullying and support students who want to promote understanding for all.”  <a href="http://www.edu.gov.on.ca/eng/teachers/safeschools.html">http://www.edu.gov.on.ca/eng/teachers/safeschools.html</a></p> <p>Recall the “See, Hear, Feel, and Act” Minds On activity. Have the class generate a list of bullying and harassing behaviours that students may be subjected to at school, on their way to and from home, via social media and online, and between various social groups (e.g., homophobic comments, racial slurs, weight-based teasing and shaming, ostracism, inappropriate sexual comments and/or behaviours).</p> <p>Ask students how they might use the skills and strategies they generated previously to “Take a Stand” against bullying and harassing behaviour that might occur in their classes, in the school, in their community, and between social groups (e.g., assertiveness skills, communication skills, conflict resolution strategies). The goal of their action plan is to prevent the proliferation of bullying and harassment or respond to situations that they witness by being role models, standing up for those who are being bullied or harassed, or getting help if the situation doesn’t feel safe.</p> <p>As a class, create a list of strategies of how they and other students can “Take a Stand” against bullying and harassment and choose a way to share their strategies with others (e.g., publish them in the school newspaper, post on the school website or social media account, share with younger students). [IS, CT]</p> <p>Individually, students complete the Youth Advocacy Project: Healthy Choices, Healthy Community assignment to demonstrate their learning. [PS, CT]</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: monitoring their progress and success to boost their confidence while participating in physical activities, identifying challenges and barriers, and actions they can take to overcome them to participate in physical activity</li> <li>• Interpersonal Skills: demonstrating positive responsible social behaviour and adhering to ethical and fair play standards to create an enjoyable environment for everyone to participate in physical activity, working effectively and collaboratively as a group while participating in physical activities, and encouraging others</li> <li>• Critical and Creative Thinking: developing strategies to overcome challenges with their personal fitness, revising personal fitness plans, applying analytical and problem-solving skills to identify and implement tactical solutions that will increase their chance of success as they participate in a variety of physical activities</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, C1.4, C1.5</li> <li>• Making Healthy Choices: C2.1, C2.3</li> <li>• Making Connections to Health Living: C3.1, C3.2, C3.4</li> </ul> </li> </ul>
<p><b>Support Resources:</b></p>	
<p><a href="http://www.edugains.ca/newsite/HOME/index.html">http://www.edugains.ca/newsite/HOME/index.html</a></p>	
<p><a href="http://teachingtools.ophea.net/supplements/youthrive">http://teachingtools.ophea.net/supplements/youthrive</a></p>	
<p><a href="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</a></p>	

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