

SECTION I: PROGRAM OVERVIEW AND RATIONALE

Program Overview

Today, health is defined as an active concept, as a resource for society and for individuals.

—The 10th Anniversary of the Ottawa Charter for Health Promotion and Achieving Health for All (1996)

Healthy Living 1200 provides opportunities for students to examine and reflect on issues that affect their health and well-being. They will examine health indicators and health practices, apply research skills to the investigation of relevant health topics, consider the determinants of health, explore activities that improve life skills and enhance capability to positively affect health and well-being in four key areas: Active Lifestyles, Healthy Eating, Controlling Substances, and Personal Dynamics.

The curriculum builds on knowledge, attitudes, and skills developed in health, home economics and physical education at primary, elementary and intermediate levels. It is intended to be a platform to other, more advanced courses in physical education and family studies in Levels II and III.

Healthy Living 1200 is a broad-based, multi-disciplinary curriculum that encourages students to take responsibility for their lives by acting conscientiously in the present, and by establishing positive health practices that enhance lifelong health.

Rationale

It is the growing belief that any future advances made in improving the nation's health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual's health-related attitudes, beliefs, and knowledge.

— American Medical Association

Numerous studies, documents, and reports provide evidence for a high school curriculum that focuses on a comprehensive range of skills and behaviours needed to maintain and enhance health. The vision of health is shifting from an illness model focusing on curative health care to one which focuses on the factors that create and maintain health and prevent disease. It is now recognized and accepted that a number of key factors influence the health status of people. These key factors are commonly referred to as the determinants of health:

- biological endowment or basic genetic makeup, which provide a wide range of individual responses that may predispose individuals to particular diseases and disorders;
- lifestyle or individual responsibility issues such as use of alcohol and drugs, gambling, smoking, eating habits and physical activity, as well as coping skills and the effect of early prenatal and early child development;
- socioeconomic factors such as income, education and social status;
- healthy public policy or those decisions or actions intended to have a positive effect on the health of people;
- environmental factors, such as the quality of air and drinking water as well as safety issues;
- health services system or those services designed to maintain and promote health, prevent disease, treat illness and restore health or functioning. (Source: *Community Health Core Programs*, Department of Health and Community Services, 1997.)

CONTEXT FOR TEACHING AND LEARNING

Meeting the Needs of All Learners

The learning environment must respond to and respect a variety of learner needs and abilities and be conducive to the incorporation of a range of strategies that encourage and support learning. Subject area framework or foundation documents provide guidelines for meeting the needs of all learners. [See *A Curriculum Framework for Physical Education: Adjusting the Focus* and *Home Economics /Family Studies Foundation (Draft)*.]

The classroom environment should:

- foster personal and social skill development,
- recognize and support individual differences,
- enhance self-esteem,
- encourage differing opinions,
- promote sharing,
- foster a sense of security and belonging, and
- promote respect and caring.

The Teaching and Learning Process

Instruction and learning approaches should focus on: prevention, not treatment; empowerment, not the transfer of information; the development of skills, not learning about skills.

Learning activities should fully engage the learner and place responsibility on the learner to:

- demonstrate personal progress,
- acquire and demonstrate capability and efficacy as a result of a personal baseline assessment,
- practise and acquire skill sets, and
- develop and implement action plans aimed at personal improvement.

The learning process allows students to:

A. *Expand Awareness and Understanding*

1. Assess what they know and how they feel about the issue being examined.
2. Research the issue and get the facts.

Suggested Resources and Strategies: anonymous questions, classroom/school displays, community groups and organizations, professionals, newspapers, magazines, television, videos, the internet, diagrams and charts, games, field trips, research, health fairs, individual and small group presentations, demonstrations, lectures, group and panel discussions, product and service analysis, surveys and inventories, rating scales, cooperative small group learning.

B. *Determine Meaning and Impact*

3. Engage in learning activities that take them beyond the facts, that are action-based and that allow them to experience and analyse an issue for personal relevancy.
4. Determine their skills and abilities.
5. Determine what resources and skills they need to acquire.

Suggested Resources and Strategies: personal assets inventory and assessment, movement, collages, models, product and service analysis, drawings, skits, role plays, drama, videotaping, creative writing, brainstorming, group and panel discussions, debates, cooperative small group learning, role modeling, behavioural rehearsal (practising an anticipated response), peer coaching and supports, simulations, demonstrations, self-reflection, surveys and inventories, case studies, checklists.

C. *Make Choices and Develop an Action Plan*

6. Based on information, attitudes, skills, needs, wants, goals and values, design and carry out a personal plan of action to incorporate personal strengths, limitations, opportunities and challenges.

Suggested Resources and Strategies: self-reflection, personal analysis, case studies, personal contracts, peer coaching and support, rating scales, product and service analysis, time lines, and action plans.

D. *Evaluate and Follow-up on Action Plans*

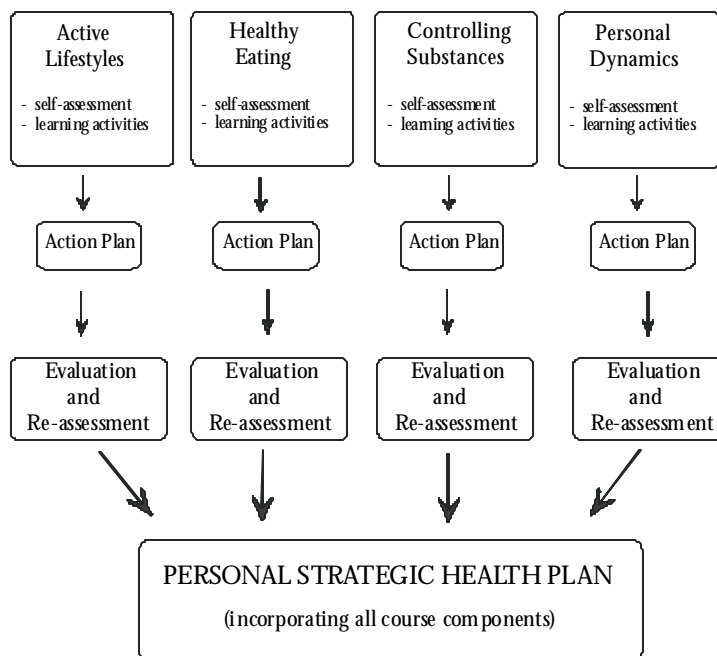
7. Reflect on, evaluate and revise action plans.
8. Incorporate experiences and learnings in a personal strategic health plan that encompasses all aspects of healthy living.

Suggested Strategies: self-reflection, personal analysis, product and service analysis, case studies, personal contracts, rating scales, time lines, action plans, strategic health plan.

This course promotes evidence-based decision making and its application to personal health maintenance and enhancement. Students can be engaged in the assessment and enhancement of their own health and well-being.

Personal Strategic Health Plan

Learning activities provide students with the opportunity to explore an issue and determine its personal meaning and relevance. Once they have expanded their knowledge base, recognized personal assets and strengths, and identified skills they need to acquire, they are ready to develop a personal Action Plan. Students do this for each component of the course. At the end of the course, students should be able to demonstrate the ability to develop a Personal Strategic Health Plan for maintaining and enhancing health and ensuring continuous, lifelong learning.



Implementation Issues

Many factors need to be considered regarding the planning and delivery of a course. The following are suggestions for the implementation of *Healthy Living 1200*.

Time Allocations

The course is designed for 120 instructional hours. It is recommended that 30 - 45 % of class time be allocated to physical activity. This can be through regularly scheduled time slots or by integrating physical activity into the components of the course throughout the year.

Though the course is made up four components, teachers may choose to combine outcomes from one or more components.

Where To Start

At the outset, teachers could ask students to generate a list of their expectations for the course: what they expect to learn and do. This will help establish participatory, interactive student involvement and the incorporation of everyone's ideas.

Making Curriculum Connections

The order in which course components are implemented is an individual decision. It may be based on a number of factors such as access to resources, piggybacking with other school and/or community events, and student preferences or needs. Curriculum connections can be made across components by combining specific curriculum outcomes in two or more components. This supports integrated thinking and approaches to problem solving. An example of cross component connections would be examining how a particular culture responds to issues related to each of the components of the course and how these issues influence Western culture.

It is important to make explicit for students the connection of this course to other courses and programs in high school. Examples would be programs such as physical education, family studies, art, technology education, career development and intramural programs. When making connections across disciplines, it is important to make those that are authentic, natural, and linked to the outcomes for the disciplines involved. A specific curriculum outcome from Healthy Living 1200 such as: *Critically analyse the media's portrayal of food and of eating practices*, could be grouped with a specific curriculum outcome for Art and Design 2200/3200, Graphic Arts Unit: *Demonstrate an understanding of the communicative aspects of visual language*. The product might be a multi-media presentation which demonstrates student abilities for the two outcomes in these courses.

Incorporating Movement

Incorporating the concept, *in, about, and through movement*, as described in *A Curriculum Framework for Physical Education: Adjusting the Focus*, is encouraged.

Throughout the course, it is important to use physical activity or movement to model its importance in daily living. This can be done by implementing a range of movement options from the simple, such as walking while discussing an issue or concept, to the more complex, such as demonstrating the intricate movements involved in cross country skiing.

Incorporating movement into components of the course that are not explicitly related to physical activity requires additional thought and planning. The following are some suggestions:

- A. Use simulation to demonstrate feelings associated with decreased ability as a result of using a substance. Have students:
 - i) cover their eyes with a material (such as a light scarf) that clouds or blurs vision and engage in activities such as: balancing on one foot and raising the other to the side; or hopping along a designated path/line drawn on the floor. Ask them to describe how it felt doing these activities.
 - ii) engage in a common sport such as basketball using a much smaller ball than normal. Discuss how this affected coordination and timing.

- B. Make movement an integral part of a class or small group activity. Have students:
 - i) walk to the interview site to conduct an interview.
 - ii) discuss healthy eating during a hike that includes appropriate portable foods.

- C. Schedule physical activity into the class timetable. Activity choices will depend on available resources, including time, facilities, and skills. Have students engage in:
 - i) Basic stretching routines,
 - ii) Warm-up and aerobic activities, and
 - iii) Walking.

Note: Teachers should read “Exercise Cautions”, Chapter 16, *Concepts of Physical Fitness* in preparation for implementing movement activities.

Effective Assessment and Evaluation

In the context of this curriculum guide, assessment is defined as measurement, the act of determining progress and achievement, while evaluation refers to making interpretations and judgements about student progress and achievement.

Evaluation and assessment are intended to determine performance in relation to the specific curriculum outcomes for the course. These outcomes provide the framework for teacher and student planning with respect to learning and are the basis for judging student progress and achievement. The course outcomes should be clearly communicated to students. Student self-assessment and peer evaluation can be better accomplished when outcomes are known and understood.

Connecting Teaching, Learning and Assessment

In Section III: Specific Curriculum Outcomes, there are specific suggestions for teaching and learning, as well as suggestions for assessment. Many of these suggestions can be interchanged and used either as learning activities or as assessment activities, or both.

The ability to design and develop action plans is pivotal to successful student achievement and should be used as one of the benchmarks in evaluating student progress. These action plans are integrated into each component of the course and students are asked to follow-up on and refine each plan as they move towards the development of a Personal Strategic Health Plan. The ability to develop action plans can be measured; however, evaluation of the implementation of the plan may not be possible.

Identifying the Activity

To check for skill acquisition, teachers should provide opportunities for students to practise and illustrate skills through such activities as role plays, individual or small group work, demonstrations, and case studies.

In planning for assessment the key question is: “What is the student expected to accomplish?” The answer to this question enables the teacher to choose or design appropriate means that allow the student to demonstrate learnings. The student will be expected to demonstrate knowledge, skills and abilities. The means can be multiple and varied:

- presentations
- producing videos
- writing essays or plays
- charting or graphing information
- locating and displaying information
- demonstrating a skill
- designing a product or plan
- drawing or graphing a concept, a process, or an idea

The choice of means will depend on available resources, including time and the types of learners and their strengths.

Setting the Criteria

At the outset, students need to know what is expected, what they must do and to what degree they must do it, what they must produce in order to demonstrate that knowledge has been gained and skills learned. The criteria must be specific and clear. Providing an example of the standard of work assists students in preparing for assessment.

Appendix 3 provides a few sample assessment tools that can be used by the teacher or student. Sample criteria are also suggested in the Suggestions for Assessment column, Section III of this curriculum guide.