

Ontario Curriculum Links

Health and Physical Education



Grade	Mixed Company Theatre's Connection to Curriculum Expectations
6	<p><u>A. Social-Emotional Learning Skills</u></p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p><u>D. Healthy Living</u></p> <p>D1.5 demonstrate an understanding of the interconnections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health.</p> <p>D2.3 apply social-emotional learning skills to promote positive interaction and avoid or manage conflict in social situations, in person or online.</p>

Ontario Curriculum Links

Health and Physical Education



7	<p><u>A. Social-Emotional Learning Skills</u></p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p><u>D. Healthy Living</u></p> <p>D1.6 demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems.</p>
8	<p><u>A. Social-Emotional Learning Skills</u></p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.</p> <p><u>D. Healthy Living</u></p> <p>D3.4 explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma.</p>

Ontario Curriculum Links

Health and Physical Education



9	<p><u>1. Living Skills</u></p> <p>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> <p><u>C. Healthy Living</u></p> <p>C3.2 identify warning signs and symptoms that could be related to mental health concerns and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others.</p> <p>C3.3 describe skills and strategies that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment.</p>
10	<p><u>1. Living Skills</u></p> <p>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> <p><u>C. Healthy Living</u></p> <p>C1.1 demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being.</p> <p>C2.3 demonstrate the ability to analyse situations involving conflict within oneself or conflict with others and apply appropriate conflict resolution strategies .</p> <p>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.</p>
11	<p><u>1. Living Skills</u></p> <p>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> <p><u>C. Healthy Living</u></p> <p>C1.3 describe warning signs for suicide, and identify sources of support that can help people who may be contemplating suicide.</p>

Ontario Curriculum Links

Health and Physical Education



	<p>C1.4 demonstrate an understanding of a variety of mental illnesses and addictions their causes and manifestations, and their effects on personal health and wellbeing.</p> <p>C3.5 describe factors that contribute to the stigmatization of mental illness and identify strategies that could be used to reduce stigma in their local community.</p>
12	<p><u>1. Living Skills</u></p> <p>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> <p><u>C. Healthy Living</u></p> <p>C2.5 identify the skills and resources that they will need to maintain their personal health and well-being as they become more independent.</p>

As per the 2019, Grade 1-8 Health and Physical Education Curriculum and the 2015, Grade 9-12 Health and Physical Education Curriculum, the government promotes a:

“well-rounded educational experience [that] prioritizes social-emotional learning, physical and mental health, and inclusion together with academic success for all students,” which relies on, “parents, community partners, and educators all [having] critical roles in achieving this” (Ontario Ministry of Education, 2019).

The curriculum outlines the “Role of Mental Health” and its impact on a student’s well-being. Through shows and workshops offered by Mixed Company Theatre, it can give students:

“a broader awareness of mental health... that contribute to a supportive classroom climate for learning in all subject areas, build awareness of mental health, and reduce stigma associated with mental illness. Taking students’ wellbeing, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning” (Ontario Ministry of Education, 2019).

The curriculum also promotes engagement with:

“community groups in a mutually beneficial way to support, enhance, and promote opportunities for learning and healthy schools policies, programs, and initiatives.

Ontario Curriculum Links

Health and Physical Education



These partnerships can involve engaging and coordinating services, expertise, and resources that are available” (Ontario Ministry of Education, 2019).