

# Ontario Curriculum Links

Health and Physical Education Gr. 4-8 (2019), Gr. 9-12 (2015)



Grade	Mixed Company Theatre's Connection to Curriculum Expectations
4	<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>D1.3 describe various types of bullying, abuse, and other non-consensual behaviour, including cyberbullying, and identify the impacts they can have and appropriate ways of responding</p> <p>D2.2 apply a decision-making process to assess risks and make safe decisions in a variety of situations</p> <p>D2.5 demonstrate an understanding of how choices they make every day can have a positive impact on their mental health</p> <p>D3.3 demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control, as well as to adapt to challenging situations over which they have less immediate influence</p>
5	<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</p>

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	<p>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>D2.2 demonstrate the ability to deal with threatening situations by applying social-emotional learning skills</p> <p>D2.6 demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support</p> <p>D3.2 explain how a person’s actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others’ feelings, self-concept, mental health and emotional well-being, and reputation</p> <p>D3.4 demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma</p>
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>

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	D2.3 apply social-emotional learning skills to promote positive interaction and avoid or manage conflict in social situations, in person or online.
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>

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<p><b>9</b></p>	<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>
<p><b>10</b></p>	<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>
<p><b>11</b></p>	<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>

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	<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>
<b>12</b>	<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. These partnerships can involve engaging and coordinating services, expertise, and resources that are available” (Ontario Ministry of Education, 2019).