

Passport to Healthy Living: Cross-curricular connections



Subject	Big Ideas	Competencies	Content	How Passport to Healthy Living Relates
Applied Design, Skills, and Technology	<p>Designs can be improved with prototyping and testing (4, 5)</p> <p>Skills are developed through practice, effort, and action (4, 5)</p> <p>Design can be responsive to identified needs (6, 7)</p>	<p>Gathering information about or from potential users (4, 5)</p> <p>Identify user requirements (4, 5, 6, 7) Generate potential ideas and add to others' ideas (4, 5)</p> <p>Empathize with potential users to find issues and uncover needs and potential design opportunities (6, 7)</p> <p>Screen the idea against objective criteria and constraints (4, 5, 6, 7)</p> <p>Identify criteria for success and any constraints (6, 7)</p> <p>Choose an idea to pursue (4, 5, 6, 7)</p> <p>Outline a general plan, identify tools and materials (4, 5)</p> <p>Develop a plan that identifies key stages and resources (6, 7)</p> <p>Evaluate personal, social, and environmental impacts and ethical considerations (6, 7)</p>	<p><u>Food Studies:</u> Basic food handling and simple preparation techniques and equipment (6, 7)</p> <p>Factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions (6, 7)</p> <p>Factors that influence food choices, including cost, availability, and family and cultural influences (6, 7)</p> <p><u>Computational Thinking:</u> Visual representations of problems and data (6, 7)</p>	<p>Students are asked to plan both an activity and a snack for themselves as individuals and for the class. Discussions and activities include considerations for individual vs group planning, accessibility, and community and environmental stewardship.</p> <p>Students work individually or in groups to create packing lists for a group activity and snack.</p> <p>Students learn about Canada's Food Guide categories, balanced eating, and factors that influence individual/community food choices.</p> <p>Students reflect on the class activity and snack evaluating how it went and what changes they would make to future plans.</p> <p>Students create an individual and class Web of Wellbeing, including cross category connections and reflections throughout the program.</p>
Arts Education	<p>Creative expression is a means to explore and share one's identity within a community (4)</p>	<p>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry,</p>	<p>See learning standards for specific content related to the various art forms.</p>	<p>Students personalize and illustrate passports.</p>

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	<p>Engaging in creative expression and experiences expands people's sense of identity and belonging (5)</p> <p>Engaging in creative expression and experiences expands people's sense of identity and community (6)</p> <p>Engaging in the arts develops people's ability to understand and express complex ideas (7)</p>	<p>experimentation and purposeful play (4, 5, 6, 7)</p> <p>Explore connection to identity, place, culture, and belonging through creative expression (4, 5)</p> <p>Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art (4, 5)</p> <p>Express feelings, ideas, and experiences in creative ways (4, 5)</p> <p>Interpret and communicate ideas using symbols and elements to express meaning through the arts (6, 7)</p> <p>Express feelings, ideas, and experiences through the arts (6, 7)</p>		<p>Students illustrate their favourite meal and reflect on what it means to them and what they could add from food categories not already included</p> <p>Students illustrate a postcard and write a reflection on their journey with the program.</p> <p>The chosen class activity and snack may have connections to this subject (ex. Dance party).</p>
Career Education	<p>Exploring our strengths and abilities can help us identify our goals (4, 5)</p> <p>Family and community relationships can be a source of support and</p>	<p>Identify and appreciate their personal attributes, skills, interests and accomplishments and their growth over time (4, 5)</p>	<p>Goal setting strategies (4, 5, 6, 7)</p> <p>Problem solving and decision-making strategies (4, 5, 6, 7)</p> <p>Emergent leadership skills (4, 5, 6, 7)</p>	<p>Students are asked to plan both an activity and a snack for themselves as individuals and for the class. Discussions and activities include considerations for individual vs group planning, accessibility, and</p>

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	<p>guidance when solving problems and making decisions (4, 5)</p> <p>Good learning and work habits contribute to short- and long-term personal and career success (4, 5)</p> <p>New experiences, both within and outside of school, expand our career skill set and options (6, 7)</p> <p>Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace (6, 7)</p>	<p>Demonstrate respect for differences in the classroom (4, 5)</p> <p>Use innovative thinking when solving problems (4, 5)</p> <p>Set realistic short- and longer-term goals, define a path, and monitor progress (4, 5, 6)</p> <p>Demonstrate safe behaviours in a variety of environments (4, 5)</p> <p>Appreciate the influence of peer relationships, family, and community, on personal choices, and goals (4, 5)</p> <p>Recognize their personal preferences, skills, strengths and abilities and connect them to possible career choices (6, 7)</p> <p>Demonstrate leadership skills through collaborative activities in the school and community (6, 7)</p> <p>Question self and others about the reciprocal relationship between self and community (6, 7)</p> <p>Appreciate the value of new experiences, innovated thinking and risk taking in broadening their career options (6, 7)</p> <p>Make connections between effective work habits and success (4, 5)</p>	<p>Cultural and social awareness (4, 5, 6, 7)</p> <p>Local and global needs and opportunities (6, 7)</p> <p>Role of mentors, family, community, school, and personal network in decision making (6, 7)</p>	<p>community, and environmental stewardship.</p> <p>Students work individually or in groups to create packing lists for a group activity and snack.</p> <p>Students work individually or in groups to identify potential challenges and solutions for a group activity and snack.</p> <p>Students reflect on the class activity and snack evaluating how it went and what changes they would make to future plans.</p> <p>Students create an individual and class Web of Wellbeing, including cross category connections, reflection, and additions throughout the program.</p> <p>Class discussions include conversations about diverse health perspectives and habits including the effects of social inequities, the role of loved ones and community in health, goal setting and evaluation, difference in considerations when planning for groups/community's vs individuals, and diverse food stories.</p>

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English Language Arts	<p>Exploring stories and other texts help us understand ourselves and make connections to others and to the world (4, 5, 6, 7)</p> <p>Exploring and sharing multiple perspectives extends our thinking (6, 7)</p> <p>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens (4, 5, 6, 7)</p>	<p>Access and integrate information and ideas from a variety of sources from prior knowledge to build understanding (4, 5)</p> <p>Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (6, 7)</p> <p>Recognize how language constructs personal, social, and cultural identity (6, 7)</p> <p>Exchange ideas and perspectives to build shared understanding (4, 5)</p> <p>Exchange ideas and viewpoints to build shared understanding and extend thinking (6, 7)</p>	<p>Oral language strategies (4, 5, 6, 7)</p> <p>Language features, structures, and conventions (4, 5, 6, 7)</p>	<p>Students personalize and illustrate passports</p> <p>Students reflect on the class activity and record reflections in their passport</p> <p>Students make additional personal plans to continue practicing healthy behaviours</p> <p>Students create an individual and class Web of Wellbeing, including cross category connections and reflection throughout the program</p> <p>Diverse class discussions that are student led.</p> <p>Discussions on the terms “healthy”, “healthy habits”, and “balance” that encourage broadening the definition to be more inclusive, diverse, and comprehensive</p> <p>Students illustrate a postcard and write a reflection on their journey with the program.</p>
Physical and Health Education	<p>Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle (4, 5)</p> <p>Understanding ourselves and the various aspects of health help us develop a balanced lifestyle (4, 5)</p>	<p>Develop and demonstrate safety, fair play, and leadership in physical activities (4, 5, 6, 7)</p> <p>Identify and describe preferred types of physical activity (4, 5, 6, 7)</p> <p>Identify and describe opportunities for and potential challenges to participation in preferred types of</p>	<p>Practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention (4)</p> <p>How to participate in different types of physical activities including individual and dial activities, rhythmic activities, and games (4, 5, 6, 7)</p>	<p>Students are asked to plan both an activity and a snack for themselves as individuals and for the class. Discussions and activities include considerations for individual vs group planning, accessibility, and community and environmental stewardship.</p>

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	<p>Personal choices and social and environmental factors influence our health and well-being (4, 5)</p> <p>Developing healthy relationships helps us feel connected, supported, and valued (4, 5)</p> <p>Healthy choices influence our physical, emotional, and mental well-being (6, 7)</p> <p>Learning about similarities and differences in individuals and groups influences community health (6, 7)</p>	<p>physical activity at school, at home, and in the community (4, 5)</p> <p>Describe the impacts of personal choices on health and well-being (5, 6)</p> <p>Identify and describe factors that influence healthy choices (4)</p> <p>Explain the relationship of healthy eating to overall health and well-being (4)</p> <p>Analyze and describe the connections between eating, physical activity, and mental well-being (5)</p> <p>Identify and apply strategies for pursuing a personal healthy living goal (4)</p> <p>Describe and apply strategies that promote a safe and caring environment (4, 5)</p> <p>Describe and assess strategies for promoting</p> <p>mental well-being, for self and others (4, 5, 6, 7)</p> <p>Identify, apply, and reflect on strategies used to pursue personal healthy-living goals (5)</p> <p>Explore and plan food choices to support personal health and well-being (6)</p>	<p>Benefits of physical activity and exercise (4, 5)</p> <p>Effects of different types of physical activity on the body (7)</p> <p>Movement concepts and strategies (4, 5, 6, 7)</p> <p>Canada's Food Guide including food categories (4)</p> <p>Food choices to support active lifestyles and overall health (5)</p> <p>Practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses (5)</p> <p>Factors that influence self-identify, including body image and social media (4)</p> <p>Influences on food choices (6)</p> <p>Factors that influence personal eating choices (7)</p>	<p>Students work individually or in groups to create packing lists for a group activity and snack.</p> <p>Students learn about Canada's Food Guide categories, balanced eating, and factors that influence individual/community food choices.</p> <p>Students reflect on the class activity and snack evaluating how it went and what changes they would make to future plans.</p> <p>Students create an individual and class Web of Wellbeing, including cross category connections and reflections throughout the program.</p> <p>Class discussions include conversations about diverse health perspectives and habits including the effects of social inequities, the role of loved ones and community in health, goal setting and evaluation, difference in considerations</p> <p>when planning for groups/community's vs individuals, and diverse food stories.</p> <p>Discussions on the terms "healthy", "healthy habits", and "balance" that encourage broadening the definition to be more inclusive, diverse, and comprehensive.</p>

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		<p>Investigate and analyze influences on eating habits (7)</p> <p>Identify factors that influence healthy choices and explain their potential health effects (7)</p> <p>Identify and apply strategies to pursue personal health-living goals (5, 6)</p> <p>Reflect on outcomes of personal healthy-living goals and assess strategies (7)</p> <p>Explore strategies for promoting the health and well-being of the school and community (6, 7)</p>		
Science		<p>Learning standards met will vary with chosen physical activity. For example, an outdoor activity may meet the following:</p> <p>Demonstrate curiosity about the natural world (4)</p> <p>Demonstrate a sustained curiosity about a scientific topic or problem of personal interest (5, 6, 7)</p> <p>Make observations in familiar or unfamiliar contexts (5, 6)</p> <p>Make observations aimed at identifying their own questions about the natural world (7)</p>		Students will plan and complete a class activity and snack.

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		<p>Observe, measure, and record data using appropriate tools, including digital technologies (5, 6)</p> <p>Make observations about living and non-living things in the local environment (4)</p> <p>Transfer and apply learnings to new situations (4, 5, 6, 7)</p> <p>Generate and introduce new or refined ideas when problem solving (4, 5, 6, 7)</p> <p>Experience and interpret the local environment (4, 5, 6, 7)</p> <p>Sort and classify data and information using drawings or provided tables (4)</p> <p>Identify some simple environmental implications of their and others' actions (4)</p> <p>Contribute to the care for self, others, school, and neighbourhood through</p> <p>individual or collaborative approaches (4, 5, 6, 7)</p> <p>Represent and communicate ideas and findings in a variety of ways, such as diagrams, and simple reports, using digital technologies as appropriate (4)</p> <p>Communicate ideas, explanations, and process in a variety of ways</p>		

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		Express and reflect on personal or shared experiences of place (4, 5, 6, 7)		