



# **TPJ3C & TPJ3M**

## **Health Care**

### **Healthy Eating and Community Health**

#### [Abstract](#)

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# Table of Contents (do not edit!!!)

## [Project Overview](#)

[Project Challenge](#)

[Connections](#)

[Project Criteria](#)

[Examples](#)

[Project Synopsis and Timelines](#)

## [Activity 1 - Task Introduction and Project Research](#)

[Minds On \(Engaging Prior Knowledge\)](#)

[Activity 1 Project Research and Information Gathering](#)

[Activity 1 Criteria and Instructions](#)

[Activity 1 Prior Knowledge](#)

[Activity 1 Planning Notes](#)

[Action \(Introduce or Extend Learning\)](#)

[Activity 1 Instructional Strategies](#)

[Activity 1 Assessment and Evaluation](#)

[Activity 1 Accommodations](#)

[Consolidation & Connections \(Provide Opportunities for Reflection\)](#)

[Activity 1 Reflection Paper/Exit Card](#)

[Materials, Tools and Resources](#)

[Activity 1 Websites](#)

[Activity 1 Publications](#)

[Activity 1 Computer Software](#)

[Activity 1 Human Resources](#)

[Activity 1 Other](#)

[Activity 1 Appendices](#)

## [Activity 2 - Ideation and Strategy Testing](#)

[Minds On \(Engaging Prior Knowledge\)](#)

[Activity 2 Project Research and Information Gathering](#)

[Activity 2 Criteria and Instructions](#)

[Activity 2 Prior Knowledge](#)

[Activity 2 Planning Notes](#)

[Action \(Introduce or Extend Learning\)](#)

[Activity 2 Instructional Strategies](#)

[Activity 2 Assessment and Evaluation](#)

[Activity 2 Accommodations](#)

[Consolidation & Connections \(Provide Opportunities for Reflection\)](#)

[Activity 2 Reflection Paper/Exit Card](#)

[Materials, Tools and Resources](#)

[Activity 2 Websites](#)

[Activity 2 Publications](#)

[Activity 2 Computer Software](#)

[Activity 2 Human Resources](#)

[Activity 2 Other](#)

[Activity 2 Appendices](#)

[Activity 3 - Promoting the Good Food Box Presentation](#)

[Minds On \(Engaging Prior Knowledge\)](#)

[Activity 3 Project Research and Information Gathering](#)

[Activity 3 Criteria and Instructions](#)

[Activity 3 Prior Knowledge](#)

[Activity 3 Planning Notes](#)

[Action \(Introduce or Extend Learning\)](#)

[Activity 3 Instructional Strategies](#)

[Activity 3 Assessment and Evaluation](#)

[Activity 3 Accommodations](#)

[Consolidation & Connections \(Provide Opportunities for Reflection\)](#)

[Activity 3 Reflection Paper/Exit Card](#)

[Materials, Tools and Resources](#)

[Activity 3 Websites](#)

[Activity 3 Publications](#)

[Activity 3 Computer Software](#)

[Activity 3 Human Resources](#)

[Activity 3 Other](#)

[Activity 3 Appendices](#)

# Project Overview

The Health Care technological education curriculum enables students to gain health care skills and knowledge and make connections between school and the health care sector. One specific expectation of the curriculum is identifying healthy lifestyle choices and community health agencies promoting health and wellness strategies. This connection will be demonstrated through an experiential learning opportunity with a community partner focusing on teaching students the principles of innovation, creativity and entrepreneurship within a health care environment. This project can be incorporated into a SHSM Health and Wellness. Specialist High Skills Majors promotes students to experience a range of customized learning opportunities in a sector of their interest.

Project Challenge	Connections
<p>The task is to develop a strategy to promote healthy nutritional choices to the school community by working collaboratively with community public health.</p> <p>Students will develop ideas to promote the community's 'Good Food Box' program/project.</p> <p>The goal is to gain knowledge and understanding of healthy eating practices and its benefits and develop confidence to promote this healthy lifestyle choice. The promotional strategies will target school communities and be implemented by public health to increase distribution of the Good Food Box.</p>	<p><b>SHSM and ICE Focus</b></p> <p>This project can be done as an ICE certification as it is connected to an industry partner. Employer/sector partner involvement is essential to providing authentic challenges for SHSM students to develop skills and mindsets in innovation, creativity and entrepreneurship. Sector partners are the most important resource that educators and students have and it is essential we reach out and connect with these companies. Industry partners help students get an understanding of the world outside the classroom, understand client/business needs through tours, interviews and even supporting this project as ICE training</p>
Project Criteria	Examples
<p>Students create and deliver a presentation to the community health promoter, highlighting strategies to introduce and increase circulation of the Good Food Box in the school community. The strategies will be given consideration to be implemented into the public health program.</p>	<p>SHSM: Experiential Learning</p> <p>Students will volunteer at the Food Box Program in their community.</p>

## Project Synopsis and Timelines

Act #	Activity Title/Name	Time (hrs.)	Curriculum Expectations	Assessment & Evaluation	Connections
1	<p><b>Task Introduction and Project Research</b></p> <p>Pre-Assessment Introduce task</p> <p>Research healthy lifestyle choices related to nutrition and Good Food Box programs</p>	4 Hours	<p>TPJ3M and TPJ3C</p> <p>A4.3 identify and describe different types of community health and social services that help people maintain active and healthy lives</p> <p>A4.1 identify and describe lifestyle choices that can improve a person's health and well-being</p>	<p>K/U, T/I, C and A</p> <p>Assessment as, of and for learning</p>	<ul style="list-style-type: none"> <li>Ontario Curriculum</li> <li>OSP</li> <li>Growing Success</li> <li>DI</li> <li>SEF</li> <li>OCTE SafeDocs</li> <li>STEM</li> <li>ICE</li> <li>FNMI First Nations, Metis</li> </ul>
2	<p><b>Ideation and Strategy Testing</b></p> <p>Generation of new ideas</p> <p>Exploration of choices to achieve the desired outcome</p>	6 Hours	<p>TPJ3M and TPJ3C</p> <p>A4.2 make appropriate food and nutrition suggestions, using appropriate resources (e.g., Eating Well with Canada's Food Guide [2007]; Eating Well with Canada's Food Guide: First Nations, Inuit and Métis</p>	<p>K/U, T/I, C and A</p> <p>Assessment as, of and for learning</p>	<ul style="list-style-type: none"> <li>Ontario Curriculum</li> <li>Growing Success</li> <li>DI</li> <li>SEF</li> <li>Equity Inclusive...</li> <li>ICE</li> </ul>
3	<p><b>Promoting the Good Food Box Presentation</b></p> <p>Recognition of impact of strategies to promote healthy lifestyle choices</p> <p>Post-Assessment</p>	4 Hours	<p>C2.1 identify demographic and lifestyle patterns and trends and describe their implications for the health care industry</p>	<p>K/U, T/I, C and A</p> <p>Assessment as, of and for learning</p>	<ul style="list-style-type: none"> <li>Ontario Curriculum</li> <li>Growing Success</li> <li>DI</li> <li>SEF</li> <li>Literacy</li> <li>Equity Inclusive...</li> <li>ICE</li> <li>FNMI First Nations, Metis</li> </ul>

## CONNECTIONS RESOURCE LIST

1	The Ontario Curriculum, Grade 11-12, Revised 2009	<a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf</a>
2	Growing Success	<a href="http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf">http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf</a>
3	Student Success: Differentiated Instructions Educator's Package, 2010(DI)	<a href="http://www.edugains.ca/resources/DI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf">http://www.edugains.ca/resources/DI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf</a>
4	School Effectiveness Framework, 2013 (SEF)	<a href="http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf</a>
5	Think Literacy	<a href="http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/">http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/</a>
6	Leading Math Success	<a href="http://www.edu.gov.on.ca/eng/document/reports/numeracy/numeracyreport.pdf">http://www.edu.gov.on.ca/eng/document/reports/numeracy/numeracyreport.pdf</a>
7	Ontario First Nations, Metis, and Inuit Education Policy Framework (FNMI)	<a href="http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf">http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf</a>
8	Ontario's Equity and Inclusive Education Strategy	<a href="http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf">http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf</a>
9	Ontario Skills Passport (OSP)	<a href="http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayEssentialSkills.xhtml">http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayEssentialSkills.xhtml</a>
10	OCTE Resources: SafeDocs, SafetyNet	<a href="http://www.octelab.com/">http://www.octelab.com/</a>

# Activity 1 – Task Introduction and Project Research

## Minds On (Engaging Prior Knowledge)

### Activity 1 Task Introduction and Project

Activity Description:

This is the pre-assessment, introduction and research phase of the task to increase distribution of the Good Food Box in the school community. Students will complete a pre-assessment checklist demonstrating prior knowledge of services provided by community health that help people maintain active and healthy lives and the Good Food Box program. The task will be introduced to the students who will research the implementation and management of Good Food Box Programs in Ontario and across Canada.

### Activity 1 Criteria and Instructions

Students complete the pre-assessment and after the introduction of the task will research and collect data about Good Food programs benefits and operational methods.



<p>Activity 1 Prior Knowledge</p>	<p>Connections</p>
<ul style="list-style-type: none"> <li>● Groups of 4 – 6 students</li> <li>● Google research skills</li> <li>● Collaboration</li> <li>● Health Care TPJ2O</li> </ul>	<p><b>Differentiated Instructions:</b> Key Features: Grouping of students - ‘students are grouped and regrouped, frequently and flexibly based on their readiness to learn a concept’ (p. 30)</p> <p><b>SEF 3: Student Engagement</b> <b>SEF 3.3</b> Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population. In the classroom: A positive learning environment is established to support student engagement and belonging. Students contribute ideas and identify their needs and interests in relation to school and classroom activities.</p>
<p>Activity 1 Planning Notes</p>	<p>Connections</p>
<ul style="list-style-type: none"> <li>● Provide pre-assessment</li> <li>● Be aware and knowledgeable of your community’s Good Food Box program</li> <li>● Be aware and knowledgeable of opportunities in the school where students can promote the Good Food Box program to the school population (i.e. assemblies, school clubs, parent councils)</li> <li>● Provide IT support for research</li> <li>● Provide supporting materials from community public health</li> </ul>	<p><b>OC TE Safety Net/SAFE doc:</b> <b>Exploring Technologies:</b> <b>TIJ10</b> Provide for students the HACCP (Hazard Analysis Critical Control Points) System sheet (pg. 36).</p>

- Provide review of prior knowledge of healthy eating and its benefits
- Provide template for students to organize web searches

The food safety system used by many food service establishments is called the HACCP system. The Hazard Analysis Critical Control Points system combines food-handling procedures, monitoring techniques and record keeping, Which helps to identify foods and procedures that are likely to cause food-borne illness and keep food safe.

**Differentiated Instructions:**

Student Readiness: Students complete the ICE pre-assessment - 'administer a quick pre-assessment to determine what our students understand about the topic' (p. 10)

- Instruction is differentiated and curriculum materials, digital tools, human and a range of other resources are provided to support student strengths and needs.

**FNMI Education Policy:**

Students are given First Nations resources – 'provide a curriculum that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students.' (p. 7)

	<p><b>STEM:</b> A connection could be made to a STEM initiative through the Food Science, the study of the physical, biological, and chemical makeup of food and Food Technology, which includes food packaging and distribution and safe use of food.</p>
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## Action (Introduce or Extend Learning)

Activity 1 Instructional Strategies	Connections
<p><b>PRE-ASSESSMENT</b> Students complete pre-assessment to assess prior knowledge of: Community Public Health Services and the Good Food Box Program</p> <p><b>DATA COLLECTION</b></p> <ul style="list-style-type: none"> <li>• Students volunteer at the community Good Food Box program and interview the health promoter</li> <li>• Web-based research of Good Food Box Programs</li> <li>• YouTube videos that demonstrate the benefits and operations of Good Food Box programs</li> <li>• Explore personal values related to healthy eating</li> <li>• Is there an event in the school that connects to healthy eating (i.e. Healthy Food for Healthy Schools Act)</li> <li>• Share examples of prior knowledge that connects to promotion of healthy eating</li> <li>• Explain the importance of promoting healthy eating</li> <li>• Assist students to complete template through collaboration to support student engagement</li> </ul>	<p><b>SHSM Experiential Learning Ontario Skills Passport</b> <b>OSP: 'Essential Skills in the OSP</b> <b>#1. Finding Information/The use of a variety of sources, including written text, people, computerized databases, and information systems.'</b> <b>#2. 'Oral Communication/The use of speech for a variety of purposes.'</b></p> <p><b>OCTE SafeDoc:Health Care</b> #1 – Handwashing (p. 34) #2 – Personal Hygiene (p. 35) To be utilized with food handling and distribution</p>

**Innovation, Creativity & Entrepreneurship Toolkit Nov. 2014**

ICE Template: Open-Ended Interviews

[Good Food Box Video #1](#)

[Good Food Box Video #2](#)

Activity 1 Assessment and Evaluation	Connections
<p>Assessment strategies and tools in this activity will include opportunities in monitoring students' achievement levels as well as learning skills.</p> <p><b>Knowledge and Understanding</b> To assess students on their knowledge and understanding, teachers will evaluate students' collected data from various sources from their Student Data Collection sheet.</p> <p><b>Thinking/Inquiry</b> To assess students on their thinking and inquiry skills, teachers will evaluate students' collating of data from their Student Data Collection sheet.</p> <p><b>Communication</b> To assess students on their communication skills, teachers will evaluate students' ICE Template: Open-Ended Interviews sheet.</p> <p><b>Application</b> To assess students on their application skills, teachers will evaluate students ability to data collect and collate data from their Student Data Collection and ICE Template: Open-Ended Interviews sheets.</p> <p><b>Learning Skills</b> Through observation and conferencing, students will be assessed formally or informally. The teacher will document the following: - the student's skills pertaining to conflict management skills; - student's ability to work effectively as a team member; - student's initiative, leadership and participation in a group Through conferencing assessment provide encouragement and praising for efforts as tasks are completed building on self-confidence.</p> <p><b>Assessment Tools:</b></p> <ul style="list-style-type: none"> <li>● Data Collection Checklist (Appendix 4)</li> </ul> <p><b>Assessment as Learning</b></p> <ul style="list-style-type: none"> <li>- Discussions; verbal and online via google classroom</li> <li>- Monitor student progress in classroom</li> </ul> <p><b>Assessment for Learning</b> Pre-assessment Student Data Collection Sheets; 1. ICE Template: Open-Ended Interviews 2.Template for Data Collection Assessment of Learning Data Collection Checklist</p>	<p><b>SEF Component 1 Assessment for, as and of Learning Indicator 1.7:</b> Describe what students are expected to learn. Provide students a clear vision.</p> <p>All communication about assessment must be personalized, clear, precise and meaningful.</p> <p><b>SEF, Growing Success, ICE: Innovation, Creativity and Entrepreneurship</b></p> <p>Continue to include real-world learning opportunities through open-ended projects and hands-on projects.</p> <p><b>SEF Component 1 Assessment for, as and of Learning Indicator 1.1:</b> Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction. Student learning is regularly documented to inform educator and student next steps.</p>

Activity 1 Accommodations	Connections
<p>Teachers are to be familiar with exceptional students' Individual Education Plans (IEP's) for legislated accommodations, and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications accommodations and/or alternative program goals. Teaching Strategies for students with special needs may include assigning groups to allow for peer support and support staff to assist students.</p>	<p><b>SEF Component 1 Assessment for, as and of Learning Connections</b>  <b>Indicator 1.1:</b> Assessment strategies are varied including observation, experiential learning, notes and conferencing.</p>

## Consolidation & Connections (Provide Opportunities for Reflection)

Activity 1 Reflection Paper/Exit Card	Connections
<p>Exit Card for each student:</p> <p>i.e. What research did you find most helpful in preparing you for your presentation and why?</p>	<p><b>Differentiated Instruction:</b> use of exit cards (e.g., an index card or sticky note) to simply ask students what they know.' (p. 10)</p> <p><b>Think Literacy:</b>  <b>Cross-Curricular Approaches, Grade 7-12:</b> Student Resource Template for Writing An Explanation p. 149</p>

## Materials, Tools and Resources

### Activity 1 Websites

<https://www.ccckl.ca/services/nutrition/good-food-box/>

[www.hkpr.on.ca/Portals/0/PDF%20Files%20-%20Lifestyles/Food4All\\_CKL2.pdf](http://www.hkpr.on.ca/Portals/0/PDF%20Files%20-%20Lifestyles/Food4All_CKL2.pdf)

<https://www.city.kawarthalakes.on.ca/.../food-security-prs-background-final-aug-20-2>

[www.hkpr.on.ca/](http://www.hkpr.on.ca/)

[www.mhp.gov.on.ca/en/healthy-eating/](http://www.mhp.gov.on.ca/en/healthy-eating/)

### Activity 1 Publications

<http://www.hc-sc.gc.ca/index-eng.php> Health Canada

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php> Canada's Food Guide

Inuit Canada Food Guide

Eating Well with Canada's Food Guide

<https://www.eatrightontario.ca/en/aboutero.aspx> Eat Right Ontario

Food Choices When Money is Tight

Promotional Materials

### Activity 1 Computer Software

- Google Chrome
- MS Office

### Activity 1 Human Resources

- Teacher
- Community Health Promoter
- Board Student Success Consultant

## Activity 1 Other

Number of hours for this activity could be expanded to facilitate a full day of experiential learning at the community Good Food Box program.

Activities can be digitally recorded to produce a promotional ICE video relating to the health care sector.

## Activity 1 Appendices

Pre-Assessment of knowledge of Public Health Services and the Good Food Box Program

[https://drive.google.com/open?id=0B2fjPgF\\_1QvTaXdQTXdpUWYxSmM](https://drive.google.com/open?id=0B2fjPgF_1QvTaXdQTXdpUWYxSmM)

ICE Template: Open-Ended Interviews

[https://drive.google.com/open?id=0B2fjPgF\\_1QvTQS1udHo4X2wwY28](https://drive.google.com/open?id=0B2fjPgF_1QvTQS1udHo4X2wwY28)

Data Collection Template [https://drive.google.com/open?id=0B2fjPgF\\_1QvTZ0otZXILUnFjWkU](https://drive.google.com/open?id=0B2fjPgF_1QvTZ0otZXILUnFjWkU)

Data Collection Checklist [https://drive.google.com/open?id=0B2fjPgF\\_1QvTaXdQTXdpUWYxSmM](https://drive.google.com/open?id=0B2fjPgF_1QvTaXdQTXdpUWYxSmM)

## Activity 2 – Ideation and Strategy Testing

### Minds On (Engaging Prior Knowledge)

#### Activity 2 Project Research and Information Gathering

##### Activity Description:

This activity assists students to develop a mindset to identify a problem and solve it through a process that engages students to be responsible, creative and confident. Students will develop multiple ideas and strategies utilizing the ICE process and their prior knowledge.



## Activity 2 Criteria and Instructions

Students will generate ideas to increase the distribution of the Good Food Box in the school community utilizing the ICE training. Through brainstorming and collaboration, students will choose the idea that they feel will best achieve the desired outcome.

Activity 2 Prior Knowledge	Connections
<ul style="list-style-type: none"><li>• Groups of 4 – 6 students</li><li>• Collaboration</li><li>• Activity #1 (Task Introduction and Project Research)</li></ul>	<p><b>SEF:</b> ‘Creating ‘a collaborative learning culture (e.g., a commitment to continuous improvement, a collective focus on student learning for all’ (p. 17)</p>

Activity 2 Planning Notes	Connections
<ul style="list-style-type: none"> <li>• Complete ICE training for educators</li> <li>• Review the SHSM ICE Toolkit</li> <li>• Design the delivery of the ICE student training</li> <li>• Contact board student success consultant for support of materials and delivery</li> <li>• Collect and prepare materials needed for ICE training</li> </ul>	<p><b>ICE: Innovation, Creativity &amp; Entrepreneurship Toolkit</b> SHSM November 2014</p> <p><b>Specialist High Skills Major (SHSM):</b> promotes student success by focusing on engaging, relevant learning opportunities. The incorporation of ICE provides students with an process-based application that encourages innovation, creativity and entrepreneurship skills.</p>

## Action (Introduce or Extend Learning)

Activity 2 Instructional Strategies	Connections
<p>IDEATION AND STRATEGY TESTING</p> <ul style="list-style-type: none"> <li>● Provide students with ICE Pre-Assessment</li> <li>● Students view an instructional ICE board video as an introduction</li> <li>● Students brainstorm – individually, in pairs and as a group</li> <li>● Instruct students to welcome all ideas; no judgment</li> <li>● Cluster similar ideas and choose an idea</li> <li>● Students consider the value of their idea and develop strategic choices to promote the Good Food Box to the school community</li> <li>● Provide ongoing and descriptive feedback</li> </ul>	<p><a href="#">Introduction to ICE Video</a></p> <p><b>Ontario’s Equity and Inclusive Education:</b>  ‘Encourage and empower students to share their ideas, get involved, and take part in activities and groups that honour diversity and promote equity and inclusive education, such as student-led projects, the Minister’s Student Advisory Council, and regional student forums.’ (p. 20)</p> <p><b>ICE: Innovation, Creativity &amp; Entrepreneurship Toolkit</b>  <b>SHSM</b> November 2014: Making Strategic Choices (p. 51)</p> <p><b>Instructional Intelligence Strategy:</b> Think, Pair, Share/Inquiry and Feedback/Identify individual interests to make connections with the task. i.e. a student practicing a vegetarian diet or a student wanting to improve his/her diet.</p>

<p><b>Activity 2 Assessment and Evaluation</b></p>	<p><b>Connections</b></p>
<p>Assessment as Learning</p> <p>Students collaborate and complete Making Strategic Choices Template. Review the template and provide verbal descriptive feedback to give positive reinforcement and areas of improvement. Provide students to continue to work collaboratively to analyze data and make revisions to develop an effective health-related presentation.</p> <p>Learning Skills</p> <p>Through observation and conferencing, students will be assessed formally or informally.</p> <p>The teacher will document the following:</p> <ul style="list-style-type: none"> <li>- the student's skills pertaining to conflict management skills;</li> <li>- student's ability to work effectively as a team member;</li> <li>- student's initiative, leadership and participation in a group</li> </ul> <p>Through conferencing assessment provide encouragement and praising for efforts as tasks are completed building on self-confidence.</p> <p>Assessment Tools:</p> <ul style="list-style-type: none"> <li>• Presentation Rubric (Appendix 3)</li> </ul> <p>Assessment as Learning</p> <ul style="list-style-type: none"> <li>- Discussions; verbal and online via google classroom</li> <li>- Monitor student progress in classroom</li> </ul> <p>Assessment for Learning</p> <p>ICE: Making Strategic Choices Template</p> <p>Assessment of Learning</p> <p>Presentation Rubric</p>	<p><b>SEF 1.4:</b> During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.</p> <p>Student learning and progress is clarified throughout the learning process (e.g., through interviews, conferences and learning conversations with small groups, pairs and/or individual students).</p>
<p><b>Activity 2 Accommodations</b></p>	<p><b>Connections</b></p>
<p>Refer to Students' Individual Education Plan (IEP) and provide legislated accommodations (i.e. technological support).</p> <p>Specify and verify the student's needs and set personalized precise goals (i.e. instructional planning, next steps, interventions that may be necessary to enable the student to demonstrate achievement).</p>	<p><b>Growing Success:</b> 'Use of technology' (p. 78) to support individual student accommodations and student success.</p>

## Consolidation & Connections (Provide Opportunities for Reflection)

Activity 2 Reflection Paper/Exit Card	Connections
<p>Reflection Paper</p> <p>What is your idea?            Why did you choose this idea?            What is your strategy?            Why did you choose this strategy?</p>	<p><b>Differentiated Instruction:</b>            Teachers help students develop, practice and become comfortable with critically analyzing their own work and with reflection. When students are taught how to self-assess and provided with opportunities for self-assessment, they learn to articulate and advocate for the conditions that support their learning.’ (p. 17)</p> <p><b>Think Literacy: Cross-Curricular Approaches, Grade 7-12:</b> Student Resource Template for Writing An Explanation p. 149</p>

## Materials, Tools and Resources

Activity 2 Websites
<p>Health Promotion:  <a href="http://www.publichealth.gc.ca">www.publichealth.gc.ca</a> - Public Health Agency of Canada  <a href="http://www.cpha.ca">www.cpha.ca</a> - Canadian Public Health Association  <a href="http://www.hc-sc.gc.ca">www.hc-sc.gc.ca</a> - Health Canada Nutrition Policy and Promotion</p>
Activity 2 Publications
<p>Ontario Ministry of Education</p>

<http://www.edu.gov.on.ca/eng/>

Foundations for a Healthy School  
Ontario's Healthy School Recognition Program  
School Food and Beverage Resource

## Activity 2 Computer Software

- Google Chrome
- MS Office

## Activity 2 Human Resources

- Teacher
- Community Health Promoter
- Board Student Success Consultant

## Activity 2 Other

Create a customized ICE Toolkit to deliver ICE. Facilitates manageable access to specific materials being utilized.

Student activities can be digitally recorded to produce a promotional ICE video relating to the Health Care sector.

## Activity 2 Appendices

ICE Pre-Assessment

[https://drive.google.com/open?id=0B2fjPgF\\_1QvTNW1ZQzNOV09yY0E](https://drive.google.com/open?id=0B2fjPgF_1QvTNW1ZQzNOV09yY0E)

[https://drive.google.com/open?id=0B2fjPgF\\_1QvTR2x3Yjg3U2hYVIE](https://drive.google.com/open?id=0B2fjPgF_1QvTR2x3Yjg3U2hYVIE)

[https://drive.google.com/open?id=0B2fjPgF\\_1QvTN0FXVDJLYVR6Rzg](https://drive.google.com/open?id=0B2fjPgF_1QvTN0FXVDJLYVR6Rzg)

Making Strategic Choices Template

[https://drive.google.com/open?id=0B2fjPgF\\_1QvTNi1JeGdGSVBvazg](https://drive.google.com/open?id=0B2fjPgF_1QvTNi1JeGdGSVBvazg)

# Activity 3 – Promoting the Good Food Box Presentation

## Minds On (Engaging Prior Knowledge)

Activity 3 Project Research and Information Gathering
<p><u>Activity Description:</u></p> <p>Students will share their creative work and insights to the community Public Health promoter, the teacher and their peers. They will clearly articulate the idea, why people need it and the strategy they will use to promote the Good Food Box in the school community.</p>

Activity 3 Criteria and Instructions
<p>Students will collaboratively develop a presentation format of their choice to share the visualization of their strategy to the target audience.</p>

Activity 3 Prior Knowledge	Connections
<ul style="list-style-type: none"> <li>• Groups of 4 – 6 students</li> <li>• Collaboration</li> <li>• Activity #1 (Task Introduction and Project Research) and Activity #2 (Ideation and Strategy Testing)</li> <li>• ICE Training</li> </ul>	<p><b>ICE: Innovation, Creativity &amp; Entrepreneurship Toolkit SHSM</b> November 2014 (p. 57) Prior ICE Training will support students to share their work and insights which is an important entrepreneurial skill for students.</p>
Activity 3 Planning Notes	<b>Connections</b>
<p>Provide resources/materials for student presentations (i.e. digital support, flip chart, Eating Well with Canada's Food Guide [2007];</p>	<p><b>FNMI Education Policy:</b> 'Develop and implement strategies that</p>

Eating Well with Canada's Food Guide: First Nations, Inuit and Métis)	facilitate increased participation by First Nation, Métis, and Inuit parents, students, communities, and organizations in working to support academic success. (p. 7)
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## Action (Introduce or Extend Learning)

Activity 3 Instructional Strategies	Connections
<p>PROMOTING THE GOOD FOOD BOX PRESENTATION</p> <ul style="list-style-type: none"> <li>• Students view instructional videos on presentation methods</li> <li>• Students collaborate on development of a presentation to support promoting the Good Food Box within the school community</li> <li>• Students deliver their presentation</li> </ul>	<p><a href="#">How to Give an Awesome Power Point Demonstration</a></p> <p><a href="#">Be a More Confident Public Speaker</a></p> <p><a href="#">TED Talk: Giving Presentations Worth Listening To</a></p> <p><b>Think Literacy: #1</b> Effective Presentation Skills/ Student/Teacher Resource (p. 197) supports students to create an effective presentation.</p> <p><b>Think Literacy: #2</b> Writing Revising and Editing: Re-organizing Ideas</p> <ul style="list-style-type: none"> <li>• Identify different strategies for reorganizing content.</li> <li>• Examine and determine effectiveness of sentence and paragraph order.</li> <li>• Organize ideas and information for clarity and emphasis. (p. 124)</li> </ul> <p><b>OCTE Foundations in Education Revision May 2013 DocumentSAFEdoc)</b> <b>Exploring Technologies: TIJ10/Safe Internet Use Passport (pg. 193)</b> * Please see Board/school policy</p>



	<p><b>SEF: Component 5/Pathways Planning and Programming Indicator 5.2: Opportunities for authentic learning experiences</b></p> <p>Experiential learning exist in all classrooms and programs. At the school:</p> <ul style="list-style-type: none"> <li>❖ School and community partners work collaboratively to support diverse, authentic, experiential and contextualized learning opportunities within the school and broader community.</li> </ul>
<p><b>Activity 3 Assessment and Evaluation</b></p>	<p><b>Connections</b></p>
<p>Assessment as Learning Collaboration</p> <p>Assessment of Learning Presentations are viewed to peers and teacher to receive feedback and revise the presentation to improve the final product before presenting to the health promoter and increasing their grade.</p> <p>Assessment for Learning Demonstration Rubric Presentation is given to the community health promoter and the teacher</p> <p>ICE Post-Assessment</p>	<p><b>SEF 1 Assessment for, as and of Learning SEF Indicator 1.6:</b></p> <p>Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.</p> <p><b>ICE: Innovation, Creativity &amp; Entrepreneurship Toolkit</b> <b>SHSM</b> November 2014 ICE Training</p>
<p><b>Activity 3 Accommodations</b></p>	<p><b>Connections</b></p>
<p>Students' Individual Education Plan (IEP)</p> <p>Specify and verify the student's needs and set personalized precise goals (i.e. instructional planning, next steps, interventions that may be necessary to enable the student to demonstrate achievement).</p>	<p><b>Ontario's Equity and Inclusive Education Strategy:</b></p> <p>'We envision an inclusive education system in Ontario in which every student is supported and inspired to succeed in a culture of high</p>

	expectations for learning.’ (p. 10)
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## Consolidation & Connections (Provide Opportunities for Reflection)

Activity 3 Reflection Paper/Exit Card	Connections
<p>Reflection Paper</p> <p>What are the impacts of your idea?            What did you learn from this process?            What did you learn about your abilities through this process?</p>	<p><b>Growing Success Document:</b>            Develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. ‘The emphasis on student self-assessment represents a fundamental shift in the teacher-student relationship, placing the primary responsibility for learning with the student. Once students, with the ongoing support of the teacher, have learned to recognize, describe, and apply success criteria related to particular learning goals, they can use this information to assess their own and others’ learning.’ (p. 35)</p> <p><b>Differentiated Instruction:</b></p> <p>Teaching strategies may need to be changed based on student feedback.</p>

## Materials, Tools and Resources

### Activity 3 Websites

[www.slideshare.net/snaptite/strategies-for-promoting-health](http://www.slideshare.net/snaptite/strategies-for-promoting-health)

[www.cdc.gov/healthyouth/publications/pdf/pp-ch7.pdf](http://www.cdc.gov/healthyouth/publications/pdf/pp-ch7.pdf) Promoting Healthy Eating and Physical Activity for a Healthier Nation

[www.healthychildren.org](http://www.healthychildren.org) Teaching Health Education in School.aspx

### Activity 3 Publications

International Journal of Health Promotion and Education

Health promotion in university: what do students want?/ Emerald Group Publishing Limited

Peer Education: Promoting Healthy Behaviours/Advocates for Youth

### Activity 3 Computer Software

- Google Chrome
- MS Office

### Activity 3 Human Resources

- Teacher
- Community Health Promoter
- Board Student Success Consultant

## Activity 3 Other

Student activities can be digitally recorded to produce a promotional ICE video relating to the Health Care sector.

Next Step: The promotional ideas presented will be implemented in the school community to increase the Good Food Box distribution.

## Activity 3 Appendices

Presentation Rubric

[https://drive.google.com/open?id=0B2fjPgf\\_1QvTX0JWenBqRGM3WWM](https://drive.google.com/open?id=0B2fjPgf_1QvTX0JWenBqRGM3WWM)

Post Assessment for Public Health Services

[https://drive.google.com/open?id=0B2fjPgf\\_1QvTdnlnR2kzUXhTX2c](https://drive.google.com/open?id=0B2fjPgf_1QvTdnlnR2kzUXhTX2c)

ICE Post Assessment

[https://drive.google.com/open?id=0B2fjPgf\\_1QvTN202R2NFN04xUIU](https://drive.google.com/open?id=0B2fjPgf_1QvTN202R2NFN04xUIU)

[https://drive.google.com/open?id=0B2fjPgf\\_1QvTZTc3SGVITkNzdlU](https://drive.google.com/open?id=0B2fjPgf_1QvTZTc3SGVITkNzdlU)

[https://drive.google.com/open?id=0B2fjPgf\\_1QvTbWRibXhRSXc3LXc](https://drive.google.com/open?id=0B2fjPgf_1QvTbWRibXhRSXc3LXc)

