

# Ontario curriculum and YWC mapping

## GRADES 1–8

### General overview: What is the Ontario curriculum?

The Ontario Curriculum outlines the required knowledge and skills students need for success on the pathway they choose (Ontario, n.d.). Each grade and course builds on the material from the previous ones and progresses along with students' developmental growth. The curriculum is developed by educators and is supported by research, experts, and key partners (Ontario, n.d.)

*Reference:* Ontario. (n.d.). The Ontario Curriculum Review and Revision Guide. Retrieved from: <https://dcp.edu.gov.on.ca/en/curriculum-review/what-is>

### Health and Physical Education, Grades 1–8

The Ontario Health and Physical Education Curriculum is a program of learning developed by the Ontario Government. The information is created to be relevant, coherent, and age-appropriate ensuring students can understand the various topics presented (Ontario, 2019). The curriculum recognizes the diverse learning needs enabling all students to develop the knowledge and skills to become informed, productive, healthy, and responsible citizens in their communities (Ontario, 2019, p. 3).

In 2019, the curriculum was updated to include updated expectations in various sections including in mental health. Learning about mental health is enhanced through mental health literacy and new social emotional learning skills expectations (Ontario, 2019).

*Reference:* Ontario. (2019). The Ontario Curriculum: Health and Physical Education, Grades 1–8. Retrieved from: <https://preview-assets-us-01.kc-usercontent.com/fbd574c4-da36-0066-a0c5-849ffb2de96e/db4cea83-51a1-458d-838a-4c31be56bc35/2019-health-pysical-education-elementary-PUBLIC.pdf>

### Aligning the Youth Wellness Champions Toolkit with the Ontario curriculum

To enhance its utility, effectiveness, and relevancy, the Youth Wellness Champions Program is being aligned with the Ontario Curriculum's skills and expectations that are outlined for each grade. By aligning the toolkit, students' learning from the curriculum can be reinforced through the implementation of RNAO's YWC Program. This information is categorized into a table with the "skills and requirements" in the left column, and the "Alignment with the YWC toolkit" in the right column. Categorizing this information in a table format will enable the reader (school, teacher, student, parent etc.) to easily visualize the link between these two resources.

## Who is this resource for?

Document	Primary Audience	Rationale
Ontario Curriculum	<ul style="list-style-type: none"> <li>• Schools</li> <li>• School Boards</li> <li>• Teachers</li> <li>• Students</li> <li>• Parents</li> <li>• Public health staff (PHNs, health promoters)</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes a link between the YWC Program and this framework to prioritize students' wellbeing.</li> <li>• Increases the likelihood of the school adopting the YWC Program.</li> <li>• Enhances students' learning by reinforcing materials with concrete examples.</li> </ul>

There are four strands in the curriculum: Strand A: Social Emotional Learning skills, Strand B: Active Living, Strand C: Movement, and Strand D: Healthy Living (Ontario, 2019, p. 24). For the purpose of the toolkit alignment, only Strands A and D are included as they are most relevant and applicable to the YWC Program.

### STRAND A: Social Emotional Learning Skills for Grades 1–8

This strand helps students develop social-emotional learning skills to help foster positive mental health, overall health and wellbeing, and the ability to learn, build resilience and thrive (Ontario, 2019, p. 25). A shortened summary table of the core skills and their associated outcomes is provided below, followed by a more detailed table.

STRAND A: Social Emotional Learning Skills Summary (Grades 1–8) (Ontario, 2019, pg. 26)	
Skill	Outcome
• Recognizing stress and learning to identify its causes (p.27)	• Express their feelings and understand feelings of others
• Stress management and coping	• Develop personal resilience
• Positive motivation and perseverance	• Foster a sense of optimism and hope
• Healthy relationships	• Support healthy relationships and respect diversity
• Self-awareness and sense of identity	• Develop a sense of identity and belonging
• Critical and creative thinking	• Make informed decisions and solve problems

**STRAND A: Social Emotional Skills (Grades 1–8 summarized)**  
(Ontario, 2019, pp. 26–28)

Skill	Key components	Alignment with YWC Toolkit
<b>A1.1 Identification and Management of Emotions (Ontario, 2019, p. 26)</b>		
<p>Students often experience a range of emotions over the course of their day at school. They may feel happy, sad, angry, frustrated, or excited, or any number of emotions in combination. Students, and especially younger children, may struggle to identify and appropriately express their feelings. Learning to recognize different emotions, and to manage them appropriately, can help students function and interact more effectively. When students understand the impact of thoughts and emotions on behaviour, they can improve the quality of their interactions. In health and physical education, as they learn new movement skills, interact with others in physical activities, and learn about their health and well-being, students have many opportunities to develop awareness of their emotions and to use communication skills to express their feelings and to respond constructively when they recognize emotions in others.</p>	<ul style="list-style-type: none"> <li>• Managing stress through physical activity</li> <li>• Seeking support</li> <li>• Problem solving</li> <li>• Applying strategies such as deep breathing, guided imagery, stretching, pausing and reflecting, “unplugging” before sleep</li> </ul>	<ul style="list-style-type: none"> <li>• The YWC Committee can lead mental health promotion activities (e.g., mindfulness, Walks for Wellbeing) that promote healthy stress management and positive coping skills</li> </ul> <p style="text-align: center;"><i>(Continued on next page)</i></p>

**STRAND A: Social Emotional Skills (Grades 1–8 summarized), con't**  
(Ontario, 2019, pp. 26–28)

Skill	Key components	Alignment with YWC Toolkit
<b>A.1.5 Self-Awareness and Sense of Identity (Ontario, 2019, p. 28)</b>		
<p>Knowing who we are and having a sense of purpose and meaning in our lives enables us to function in the world as self-aware individuals. Our sense of identity enables us to make choices that support our well-being and allows us to connect with and have a sense of belonging in various cultural and social communities. Educators should note that for First Nations, Métis, and Inuit students, the term “sense of identity and belonging” may also mean belonging to and identifying with a particular community and/or nation. Self-awareness and identity skills help students explore who they are – their strengths, difficulties, preferences, interests, values, and ambitions – and how their social and cultural contexts have influenced them. In health and physical education, students learn to develop daily self-care routines for mental health that promote a sense of personal confidence and comfort with their developing identities. As they learn new skills, they use self-awareness skills to monitor their progress and identify their strengths. Educators play a key role in reinforcing that each student matters and brings value to the classroom.</p>	<ul style="list-style-type: none"> <li>• Knowing oneself</li> <li>• Caring for oneself</li> <li>• Having a sense of mattering and of purpose</li> <li>• Identifying personal strengths</li> <li>• Having a sense of belonging and community</li> <li>• Communicating with assertiveness</li> <li>• Applying strategies such as monitoring progress in skill development, reflecting on strengths and accomplishments, and sharing these with peers or caring adults</li> </ul>	<ul style="list-style-type: none"> <li>• Through YWC, students can identify personal strengths to bring to the team and use knowledge of their identity and values to shape the program’s implementation process</li> <li>• By participating in YWC, students can foster a sense of belonging and community with their peers</li> </ul> <p style="text-align: right;"><i>(Continued on next page)</i></p>

**STRAND A: Social Emotional Skills (Grades 1–8 summarized), con't**  
(Ontario, 2019, pp. 26–28)

Skill	Key components	Alignment with YWC Toolkit
<b>A.1.6 Critical and Creative Thinking (Ontario, 2019, p. 28)</b>		
<p>Critical and creative thinking skills enable us to make informed judgements and decisions on the basis of a clear and full understanding of ideas and situations, and their implications, in a variety of settings and contexts. Students learn to question, interpret, predict, analyse, synthesize, detect bias, and distinguish between alternatives. They practise making connections, setting goals, creating plans, making and evaluating decisions, and analysing and solving problems for which there may be no clearly defined answers. Executive functioning skills – the skills and processes that allow us to take initiative, focus, plan, retain and transfer learning, and determine priorities – are part of critical and creative thinking. In all aspects of the health and physical education curriculum, students have opportunities to develop critical and creative thinking skills. Students have opportunities to build on prior learning, go deeper, and make personal connections through real-life applications.</p>	<ul style="list-style-type: none"> <li>• Making connections</li> <li>• Making decisions</li> <li>• Evaluating choices</li> <li>• Communicating effectively</li> <li>• Managing time</li> <li>• Setting goals</li> <li>• Applying organizational skills</li> <li>• Applying strategies such as using webs and diagrams to help identify connections and interrelationships, using Teaching Games for Understanding to develop strategic thinking, and using organizational strategies and tools, such as planners and goal-setting frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Youth on the YWC Committee develop skills for setting goals, creating plans, and making and evaluating decisions through the program’s implementation and evaluation process</li> <li>• Students on the Committee can build on their class learnings and make connections to the education materials through the implementation of mental health promotion activities</li> </ul>

## STRAND D: Healthy Living

This strand helps students develop social-emotional learning skills to help foster positive mental health, overall health and wellbeing, and the ability to learn and thrive (Ontario, 2019, p. 25).

**How the next section works:** We will review Strands A and D and provide a definition of the learning expectations for each. These two strands were chosen as their content overlaps with the YWC Program. Under each strand, only the relevant learning expectations were chosen based on a thorough review of each one. The learning expectations for each grade from Grades 1 to 8 are included in a table format in the left column, while the alignment with the YMHAC toolkit is included in the right column.

Grade 1 STRAND A: Social-Emotional Learning Skills	
Expectations and skills	Alignment with YWC
Living skills (Ontario, 2015, pgs. 89–108)	
Identification and Management of Emotions (Ontario, 2019, p. 94)	
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.	The YWC Program provides youth with a foundational understanding of mental health including identifying emotions and understanding and responding to those of their peers. Mental health promotion activities and strategies can be implemented within the school to help students identify and manage emotions (e.g., sharing an example of a stressful event and how to remain resilient).
Stress Management and Coping (Ontario, 2019, p. 95)	
A1.2. apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience	The YWC Committee implements activities and events to promote mental health, positive motivation, and perseverance. The YMHAC program promotes a sense optimism and hope contributing to improved mental health outcomes.
Healthy Relationships (Ontario, 2019, p. 95)	
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.	Through participation on the YMHAC Committee, students can build positive relationships with their peers by communicating and collaborating on activities and projects. In addition, youth learn the skills to support their peers with mental health. <i>(Continued on next page)</i>

Grade 1 STRAND A: Social-Emotional Learning Skills, con't.	
Expectations and skills	Alignment with YWC
Living skills (Ontario, 2015, pgs. 89–108), con't.	
Self-Awareness and Sense of Identity (Ontario, 2019, p. 95)	
A1.5. apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging	Youth can develop self-awareness and self-confidence through participation on the YWC Committee by taking on leadership roles and participating in the program's implementation. Participating in the program can help youth foster a sense of belonging and community.
Self-Awareness and Sense of Identity (Ontario, 2019, p. 95)	
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	During the training, implementation, and evaluation phases of the YWC Program, youth can apply critical and creative thinking, problem-solving, and decision-making skills.

### STRAND D: Overall expectations

- D1. demonstrate an understanding of factors that contribute to healthy development
- D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and wellbeing
- D3. demonstrate the ability to make connections that relate to health and wellbeing – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and wellbeing (Ontario, 2019, pg. 104)

See next page for Grade 1, Strand D chart.

Grade 1 STRAND D: Healthy Living Curriculum Expectations (Ontario, 2019, pgs. 105–110)	
Expectations and skills	Alignment with YWC
<b>Living skills (Ontario, 2015, pgs. 89–108)</b>	
<i>D1. Understanding Health Concepts</i>	
<b>Mental Health Literacy</b>	
D1.5. demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind [A1.2 Coping, 1.4 Relationships, 1.5 Self].	The YWC Program provides youth with a foundational understanding of the role of mental health in overall health and the importance of mental health promotion initiatives and positive coping skills to support mental wellbeing.
D3.3. demonstrate an understanding that a person’s thoughts, emotions, and actions can affect mental health [A1.6 Thinking].	The YWC Program provides resources and knowledge regarding mental health including how emotions, thoughts, and actions can have an effect on mental health. Students learn about how thoughts, emotions, and actions are interconnected and can affect one another.
<b>Personal Safety and Injury Prevention</b>	
D2.3. demonstrate the ability to recognize caring behaviours (e.g., listening with respect, being helpful, respecting boundaries) and behaviours that can be harmful to physical and mental health (e.g., ignoring or excluding others; bullying; etc.) and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent [A1.1 Emotions, 1.2 Coping, 1.4 Relationships].	YWC provides students with an opportunity to demonstrate respect, inclusion, active listening, and collaboration with their peers. Through participation on the YWC Committee, students can build positive relationships with their peers.
<b>Substance Use and Related Behaviours</b>	
D3.2 identify habits and behaviours (e.g., excessive screen time or video game usage, smoking,** vaping) that can be detrimental to health and explain how people can be encouraged to adopt healthier alternatives [A1.2 Coping, 1.5 Self, 1.6 Thinking].	YWC training provides an overview of key topics including substance use and its impact on mental health. Students learn about the link between mental illness and substance use and the associated stigma. Positive coping strategies are reviewed.

See next page for Grade 2 charts.



**Grade 2**

**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs. 112–114)**

Expectations and skills	Alignment with YWC
<b>Identification and Management of Emotions</b>	
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	The YWC Program provides youth with a foundational understanding of mental health including identifying emotions and understanding and responding to those of their peers. Mental health promotion activities and strategies can be implemented within the school to help students identify and manage emotions (e.g., sharing an example of a stressful event and how to remain resilient).
<b>Stress Management and Coping</b>	
A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience	The YWC Program helps youth recognize how stress can impact mental health. In the training, youth are taught how to recognize signs of stress and are provided with several support resources for mental health promotion. The importance of positive coping strategies to build resiliency are reviewed.
<b>Healthy Relationships</b>	
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.	Through participation on the YWC Committee, students can build positive relationships with their peers by communicating and collaborating on activities and projects. In addition, youth learn the skills to support their peers with mental health.
<b>Self-Awareness and Sense of Identity</b>	
A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.	Youth can develop self-awareness and self-confidence through participation on the YWC Committee by taking on leadership roles and participating in the program's implementation. Participating in the program can help youth foster a sense of belonging and community.  <i>(Continued on next page)</i>

**Grade 2**  
**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs. 112–114), con't.**

Expectations and skills	Alignment with YWC
<b>Critical and Creative Thinking</b>	
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.	During the training, implementation, and evaluation phases of the YWC program, youth can apply critical and creative thinking, problem-solving, and decision-making skills.

**Grade 2**  
**STRAND D: Healthy Living Curriculum Expectations (Ontario, 2019)**

Expectations and skills	Alignment with YWC
<i>D1. Understanding Health Concepts</i>	
<b>Mental Health Literacy</b>	
D1.5. demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind [A1.2 Coping, 1.4 Relationships, 1.5 Self].	The YWC Program provides a comprehensive overview of the impact of stress on mental health in the brain and on the body. YWC reviews how emotions, thoughts, and actions can have an effect on mental health.
<i>D3. Making Connections for Healthy Living</i>	
<b>Substance Use, Addictions and Related Behaviours</b>	
D3.2 describe methods that may be used instead of or in combination with medication to maintain good physical and mental health and prevent or treat various health problems.	Youth learn about mental health, mental illness, and substance use through YWC, as well as the importance of positive coping strategies in maintaining positive mental health.

See next page for Grade 3 charts.

**Grade 3**

**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs.132–134)**

Expectations and skills	Alignment with YWC
<b>Identification and Management of Emotions</b>	
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.	The YWC Program provides youth with a foundational understanding of mental health including identifying emotions and understanding and responding to those of their peers. Mental health promotion activities and strategies can be implemented within the school to help students identify and manage emotions (e.g., sharing an example of a stressful event and how to remain resilient).
<b>Stress Management and Coping</b>	
A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.	The YWC Program helps youth recognize how stress can impact mental health. In the training, youth are taught how to recognize signs of stress and are provided with several support resources for mental health promotion. The importance of positive coping strategies to build resiliency are reviewed.
<b>Positive Motivation and Perseverance</b>	
A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.	The YWC Committee implements activities and events to promote mental health, positive motivation, and perseverance. The YWC program promotes a sense optimism and hope contributing to improved mental health outcomes.
<b>Healthy Relationships</b>	
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.	Through participation on the YWC Committee, students can build positive relationships with their peers by communicating and collaborating on activities and projects. In addition, youth learn the skills to support their peers with mental health.  <i>(Continued on next page)</i>

**Grade 3, con't.**  
**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs.132–134), con't.**

Expectations and skills	Alignment with YWC
<b>Self-Awareness and Sense of Identity</b>	
A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.	Youth can develop self-awareness and self-confidence through participation on the YWC Committee by taking on leadership roles and participating in the program's implementation.
<b>Critical and Creative Thinking</b>	
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.	During the training, implementation, and evaluation phases of the YWC program, youth can apply critical and creative thinking, problem-solving, and decision-making skills.

**Grade 3**  
**STRAND D: Healthy Living Curriculum Expectations (Ontario, 2019)**

Expectations and skills	Alignment with YWC
<i>D1. Understanding Health Concepts</i>	
<b>Mental Health Literacy</b>	
D1.6 explain how the brain responds (i.e., the brain's stress response – fight, flight, freeze) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions [A1.1 Emotions].	Through YWC, students learn about stress and its impact on thoughts, emotions, and behaviours.
<i>D3. Making Connections for Healthy Living</i>	
<b>Substance Use, Addictions and Related Behaviours</b>	
D3.4 reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings [A1.1 Emotions].	Through the YWC training, youth learn about how external factors (e.g., stress, environment, friends etc.) can affect mental health. They also learn about how mental health promotion activities can have a positive impact on mental health.  <i>(See next page for Grade 3 charts.)</i>

**Grade 4**

**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs. 158–160)**

Expectations and skills	Alignment with YWC
<b>Identification and Management of Emotions</b>	
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.	The YWC Program provides youth with a foundational understanding of mental health including identifying emotions and understanding and responding to those of their peers. Mental health promotion activities and strategies can be implemented within the school to help students identify and manage emotions (e.g., sharing an example of a stressful event and how to remain resilient).
<b>Stress Management and Coping</b>	
A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.	The YWC Program helps youth recognize how stress can impact mental health. In the training, youth are taught how to recognize signs of stress and are provided with several support resources for mental health promotion. The importance of positive coping strategies to build resiliency are reviewed.
<b>Positive Motivation and Perverserance</b>	
A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.	The YWC Committee implements activities and events to promote mental health, positive motivation, and perseverance. The YWC program promotes a sense optimism and hope contributing to improved mental health outcomes.
<b>Healthy Relationships</b>	
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.	Through participation on the YWC Committee, students can build positive relationships with their peers by communicating and collaborating on activities and projects. In addition, youth learn the skills to support their peers with mental health.  <i>(Continued on next page)</i>

**Grade 4, con't.**  
**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs.132–134), con't.**

Expectations and skills	Alignment with YWC
<b>Self-Awareness and Sense of Identity</b>	
A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.	Youth can develop self-awareness and self-confidence through participation on the YWC Committee by taking on leadership roles and participating in the program's implementation.
<b>Critical and Creative Thinking</b>	
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.	During the training, implementation, and evaluation phases of the YWC program, youth can apply critical and creative thinking, problem-solving, and decision-making skills.

**Grade 4**  
**STRAND D: Healthy Living Curriculum Expectations (Ontario, 2019)**

Expectations and skills	Alignment with YWC
<i>D2. Making Healthy Choices</i>	
<b>Mental Health Literacy</b>	
D2.5 demonstrate an understanding of how choices they make every day can have a positive impact on their mental health.	Youth gain an understanding of how choices can impact mood and mental health through the YWC Program. The role of mental health promotion activities and initiatives in improving mental wellbeing is highlighted.
<i>D3. Making Connections for Healthy Living</i>	
<b>Mental Health Literacy</b>	
D3.3 demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control (e.g., peer relationships, maintaining life balance), as well as to adapt to challenging situations over which they have less immediate influence (e.g., moving to a new home, family stresses, environmental stresses).	Youth receive training on strategies to improve mental health in times of higher stress (e.g., exams). Mental health promotion activities are implemented to help students learn to manage and/or reduce stress.

(See next page for Grade 5 charts.)

**Grade 5**

**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs. 184–186)**

Expectations and skills	Alignment with YWC
<b>Identification and Management of Emotions</b>	
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.	The YWC Program provides youth with a foundational understanding of mental health including identifying emotions and understanding and responding to those of their peers. Mental health promotion activities and strategies can be implemented within the school to help students identify and manage emotions (e.g., sharing an example of a stressful event and how to remain resilient).
<b>Stress Management and Coping</b>	
A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.	The YWC Program helps youth recognize how stress can impact mental health. In the training, youth are taught how to recognize signs of stress and are provided with several support resources for mental health promotion. The importance of positive coping strategies to build resiliency are reviewed.
<b>Positive Motivation and Perverserance</b>	
A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.	The YWC Committee implements activities and events to promote mental health, positive motivation, and perseverance. The YWC program promotes a sense optimism and hope contributing to improved mental health outcomes.
<b>Healthy Relationships</b>	
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.	Through participation on the YWC Committee, students can build positive relationships with their peers by communicating and collaborating on activities and projects. In addition, youth learn the skills to support their peers with mental health.  <i>(Continued on next page)</i>

**Grade 5, con't.**  
**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs.184–186), con't.**

Expectations and skills	Alignment with YWC
<b>Self-Awareness and Sense of Identity</b>	
A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.	Youth can develop self-awareness and self-confidence through participation on the YWC Committee by taking on leadership roles and participating in the program's implementation.
<b>Critical and Creative Thinking</b>	
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.	During the training, implementation, and evaluation phases of the YWC program, youth can apply critical and creative thinking, problem-solving, and decision-making skills.

**Grade 5**  
**STRAND D: Healthy Living Curriculum Expectations (Ontario, 2019, pgs. 196–206)**

Expectations and skills	Alignment with YWC
<i>D2. Making Healthy Choices</i>	
<b>Human Development and Sexual Health</b>	
D2.5 describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, etc.), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional wellbeing.	The YWC program provides a comprehensive overview of signs and symptoms of mental health concerns. Strategies to manage stress and improve resiliency are identified. Mental health promotion activities are implemented to support students' emotional wellbeing.  <i>(Continued on next page)</i>



**Grade 5**

**STRAND D: Healthy Living Curriculum Expectations (Ontario, 2019, pgs. 196–206), con't.**

Expectations and skills	Alignment with YWC
<i>D3. Making Connections for Healthy Living</i>	
<b>Mental Health Literacy</b>	
D3.3 demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control (e.g., peer relationships, maintaining life balance), as well as to adapt to challenging situations over which they have less immediate influence (e.g., moving to a new home, family stresses, environmental stresses).	Youth learn to implement strategies to manage stress and improve resiliency through the YWC program. Mental health promotion activities are implemented to support students' emotional wellbeing.
<b>Substance Use, Addictions and Related Behaviours</b>	
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 [A1.6 Thinking].	The YWC program reviews how stigma is associated mental health, mental illness, and substance use. The YWC program focuses on mental health promotion and reducing the stigma through increased mental health literacy and a supportive environment.

(See next page for Grade 6 charts.)

**Grade 6**

**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs. 208–210)**

Expectations and skills	Alignment with YWC
<b>Identification and Management of Emotions</b>	
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.	The YWC Program provides youth with a foundational understanding of mental health including identifying emotions and understanding and responding to those of their peers. Mental health promotion activities and strategies can be implemented within the school to help students identify and manage emotions (e.g., sharing an example of a stressful event and how to remain resilient).
<b>Stress Management and Coping</b>	
A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.	The YWC Program helps youth recognize how stress can impact mental health. In the training, youth are taught how to recognize signs of stress and are provided with several support resources for mental health promotion. The importance of positive coping strategies to build resiliency are reviewed.
<b>Positive Motivation and Perseverance</b>	
A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.	The YWC Committee implements activities and events to promote mental health, positive motivation, and perseverance. The YWC program promotes a sense optimism and hope contributing to improved mental health outcomes.
<b>Healthy Relationships</b>	
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.	Through participation on the YWC Committee, students can build positive relationships with their peers by communicating and collaborating on activities and projects. In addition, youth learn the skills to support their peers with mental health.  <i>(Continued on next page)</i>

**Grade 6, con't.**

**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs.184–186), con't.**

Expectations and skills	Alignment with YWC
<b>Critical and Creative Thinking</b>	
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.	During the training, implementation, and evaluation phases of the YWC program, youth can apply critical and creative thinking, problem-solving, and decision-making skills.

**Grade 6**

**STRAND D: Healthy Living Curriculum Expectations (Ontario, 2019, pgs. 208–210)**

Expectations and skills	Alignment with YWC
<i>D1. Understanding Health Choices</i>	
<b>Personal Safety and Injury Prevention</b>	
D1.1 demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves.	The YWC program is built on an inclusive framework and emphasizes the importance of including diverse voices. YWC Committee participants demonstrate respect, acceptance and inclusion.
<b>Mental Health Literacy</b>	
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 [A1.6 Thinking].	The YWC program reviews how stigma is associated mental health, mental illness, and substance use. The YWC program focuses on mental health promotion and reducing the stigma through increased mental health literacy and a supportive environment.
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.	YWC provides resources and knowledge regarding mental health including how emotions, thoughts, and actions can have an effect on mental health. Students learn about how thoughts, emotions, and actions are interconnected and can affect one another.

**Note:** In addition to the Ontario Curriculum, Grades 7 and 8 must complete mandatory mental health literacy modules (See Section Grades 7 and 8 Mandatory Mental Health Literacy Modules)

(See next page for Grade 7 charts.)

**Grade 7**

**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs. 238–242)**

Expectations and skills	Alignment with YWC
<b>Identification and Management of Emotions</b>	
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.	The YWC Program provides youth with a foundational understanding of mental health including identifying emotions and understanding and responding to those of their peers. Mental health promotion activities and strategies can be implemented within the school to help students identify and manage emotions (e.g., sharing an example of a stressful event and how to remain resilient).
<b>Stress Management and Coping</b>	
A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.	The YWC Program helps youth recognize how stress can impact mental health. In the training, youth are taught how to recognize signs of stress and are provided with several support resources for mental health promotion. The importance of positive coping strategies to build resiliency are reviewed.
<b>Positive Motivation and Perseverance</b>	
A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.	The YWC Committee implements activities and events to promote mental health, positive motivation, and perseverance. The YWC program promotes a sense optimism and hope contributing to improved mental health outcomes.
<b>Healthy Relationships</b>	
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.	Through participation on the YWC Committee, students can build positive relationships with their peers by communicating and collaborating on activities and projects. In addition, youth learn the skills to support their peers with mental health.  <i>(Continued on next page)</i>

**Grade 7, con't.**  
**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs.238–240), con't.**

Expectations and skills	Alignment with YWC
<b>Self-Awareness and Sense of Identity</b>	
A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.	Youth can develop self-awareness and self-confidence through participation on the YWC Committee by taking on leadership roles and participating in the program's implementation.
<b>Critical and Creative Thinking</b>	
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.	During the training, implementation, and evaluation phases of the YWC program, youth can apply critical and creative thinking, problem-solving, and decision-making skills.

**Grade 7**  
**STRAND D: Healthy Living Curriculum Expectations (Ontario, 2019, pgs. 251–263)**

Expectations and skills	Alignment with YWC
<i>D1. Understanding Health Concepts</i>	
<b>Substance Use, Addictions and Related Behaviours</b>	
D1.2 demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources (e.g., trusted adults at school, guidance counsellors, public health services, help lines) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours.	The YWC program provides a comprehensive review of the association between substance use and mental health problems. Risk and protective factors are identified. A list of professional support resources for mental health and substance use is provided.
<b>Mental Health Literacy</b>	
D1.6 demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems.	The YWC Program's training provides a detailed overview of the spectrum of mental health and mental illness. Common signs and symptoms of mental illnesses and poor coping are reviewed so students are better able to recognize possible signs of mental health problems. <i>(Continued on next page)</i>

Grade 7

STRAND D: Healthy Living Curriculum Expectations (Ontario, 2019, pgs. 251–263), con't.

Expectations and skills	Alignment with YWC
<i>D3. Making Connections for Healthy Living</i>	
<b>Substance Use, Addictions, and Related Behaviours</b>	
D3.2 analyze the personal and societal implications of issues related to substance use, addictions, and related behaviours (e.g., effects of technology dependence on school and workplace performance, personal relationships, and physical health etc.	The YWC Program reviews the stigma associated with mental illness and substance use and how this can impact an individual's health and functioning.

**Note:** In addition to the Ontario Curriculum, Grades 7 and 8 must complete mandatory mental health literacy modules (See Section Grades 7 and 8 Mandatory Mental Health Literacy Modules)

*(See next page for Grade 7 charts.)*

**Grade 8**  
**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs. 266–268)**

Expectations and skills	Alignment with YWC
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**Identification and Management of Emotions**

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.

The YWC Program provides youth with a foundational understanding of mental health including identifying emotions and understanding and responding to those of their peers. Mental health promotion activities and strategies can be implemented within the school to help students identify and manage emotions (e.g., sharing an example of a stressful event and how to remain resilient).

**Stress Management and Coping**

A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.

The YWC Program helps youth recognize how stress can impact mental health. In the training, youth are taught how to recognize signs of stress and are provided with several support resources for mental health promotion. The importance of positive coping strategies to build resiliency are reviewed.

**Positive Motivation and Perseverance**

A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.

The YWC Committee implements activities and events to promote mental health, positive motivation, and perseverance. The YWC program promotes a sense optimism and hope contributing to improved mental health outcomes.

**Healthy Relationships**

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.

Through participation on the YWC Committee, students can build positive relationships with their peers by communicating and collaborating on activities and projects. In addition, youth learn the skills to support their peers with mental health.

*(Continued on next page)*

**Grade 8, con't.**  
**STRAND A: Social-Emotional Learning Skills (Ontario, 2019, pgs.266–268), con't.**

Expectations and skills	Alignment with YWC
<b>Self-Awareness and Sense of Identity</b>	
A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.	Youth can develop self-awareness and self-confidence through participation on the YWC Committee by taking on leadership roles and participating in the program's implementation.
<b>Critical and Creative Thinking</b>	
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.	During the training, implementation, and evaluation phases of the YWC program, youth can apply critical and creative thinking, problem-solving, and decision-making skills.

**Grade 8**  
**STRAND D: Healthy Living Curriculum Expectations (Ontario, 2019, pgs. 279–290)**

Expectations and skills	Alignment with YWC
<i>D1. Understanding Health Concepts</i>	
<b>Substance Use, Addictions and Related Behaviours</b>	
D1.3 identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and substances, including cannabis (e.g., changes in behaviour, negative impact on mental health, gradual withdrawal from social circles, a drop in academic performance), and the consequences that can occur.	Students participating in the YWC training will learn about some of the negative effects of substance use including changes in behaviour, mood, achievement at school, and withdrawal from social circles among others.
<i>D2. Understanding Health Concepts</i>	
<b>Mental Health Literacy</b>	
D2.4 demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices) can help maintain mental health in times of stress.	The YWC program emphasizes the importance of incorporating healthy habits and coping strategies to promote mental health. Several mental health promotion activities can be implemented within the school to encourage students to adopt healthy habits and prioritize mental wellbeing. <i>(Continued on next page)</i>



**Grade 8**

**STRAND D: Healthy Living Curriculum Expectations (Ontario, 2019, pgs. 279–290), con't.**

Expectations and skills	Alignment with YWC
<i>D3. Making Connections for Healthy Living</i>	
<b>Mental Health Literacy</b>	
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	The YWC program training helps students recognize the stigma associated with mental illness and substance use. YWC focuses on increasing mental health literacy to reduce stigma and improve mental health outcomes.

**Note:** In addition to the Ontario Curriculum, Grades 7 and 8 must complete mandatory mental health literacy modules (See Section Grades 7 and 8 Mandatory Mental Health Literacy Modules)

*Updated February 2025*