

# Ontario curriculum and YWC mapping

## GRADES 9–12

### Background

The secondary health education curriculum is delivered through four Healthy Active Living Education (HALE) courses in each grade from 9 through 12 (Ontario, 2015). In addition, there are three specialized courses delivered in grades 11 and 12 (Ontario, 2015). Students are required to earn one mandatory credit in health and physical education towards earning their Ontario Secondary School Diploma (Ontario, 2015). The courses are defined as “open courses” meaning that they are designed to broaden students’ knowledge and skills in subjects of interest based on their secondary education goals.

*Reference:* Ontario. (2015). The Ontario Curriculum, Grades 9–12: Health and Physical Education. Retrieved from: <https://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

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

To enhance its utility, effectiveness, and relevancy, the YWC Toolkit 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 the YWC Program.

### 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>

## Summary table of living skills (Ontario, 2015, pg. 27)

Living skills		Alignment with YWC Toolkit
Personal skills		
Self-awareness and self-monitoring skills	<ul style="list-style-type: none"> <li>Recognizing stress and learning to identify its causes (p.27)</li> </ul>	<ul style="list-style-type: none"> <li>Students participating in the YWC Program will develop their understanding of how stress can impact mental health and substance use.</li> <li>Alternative healthy coping strategies and resources are reviewed.</li> </ul>
Adaptive, coping and management skills	<ul style="list-style-type: none"> <li>Using coping skills, such as relaxation techniques, adopting an optimistic attitude, trying out solutions to problems, expressing emotions, and seeking help, when dealing with difficult or stressful situations or emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Students participating in YWC learn about the importance of positive coping skills and seeking help when dealing with stressful or difficult situations and emotions</li> <li>The YWC Committee can implement school-wide initiatives to encourage healthy and positive coping strategies</li> </ul>
Interpersonal skills		
Relationship and social skills	<ul style="list-style-type: none"> <li>Showing respect for others and the environment</li> <li>Appreciating differences in people</li> <li>Demonstrating teamwork skills by working collaboratively with a partner or in a group to achieve a common goal</li> <li>Applying conflict-resolution skills</li> <li>Showing leadership</li> </ul>	<ul style="list-style-type: none"> <li>Students participating in the YWC Committee learn to collaborate on projects and demonstrate respect, teamwork, and conflict-resolution skills throughout the process</li> <li>Students demonstrate leadership skills by planning and leading projects within their schools</li> </ul>
Critical and creative thinking skills		
Cognitive skills	<ul style="list-style-type: none"> <li><b>Planning:</b> Generating, organizing and clarifying information, ideas and strategies</li> <li><b>Processing:</b> Interpreting, making connections, analyzing, synthesizing, evaluating</li> </ul>	<ul style="list-style-type: none"> <li>Through participation in the YWC Program, students plan, implement, and evaluate their activities and initiatives to promote mental health</li> </ul> <p><i>(continued on next page)</i></p>

Living skills, con't.		Alignment with YWC Toolkit
Critical and creative thinking skills, con't.		
Self-awareness and self-monitoring skills	<ul style="list-style-type: none"> <li>• <b>Reflecting/ evaluating:</b> reflecting what could have been done differently, transferring learning to new situations, planning next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Students gain an increased understanding of the planning and implementation process of a large project and can utilize their critical and creative thinking skills to turn their ideas into action</li> </ul>

## Ontario curriculum: Mapping with YWC Program

<b>Grade 9</b> <b>Course name: PPL10 (Ontario, 2015, pgs. 89–108)</b>	
Skill	Alignment with YWC
<b>Living skills (Ontario, 2015, pgs. 89–108)</b>	
<b>Personal skills</b>	
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: describe the importance of understanding their personal strengths and values and using this understanding to guide them in making thoughtful decisions about their health).	Students gain an increased understanding of stress, mental health and mental illness. Students will develop self-awareness and self-monitoring skills related to their mental health as well as coping strategies and the ability to implement school initiatives to promote mental health.
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: identify supports that are available to help individuals cope with the psychological, social, and physical challenges and related stresses that may come with questioning their gender identity, their sexual orientation, or the way they express their gender by how they choose to act, dress, behave, and interact with others).	Students participating in YWC will learn about healthy and adaptive coping strategies to help them respond to stressful situations or emotions. Mental health support resources are reviewed and provided.  (Continued on next page)

Grade 9, con't.	
Skill	Alignment with YWC
<b>Interpersonal skills</b>	
1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: demonstrate, through role play, the ability to reach out with compassion to a friend who seems to be struggling emotionally or the ability to use assertiveness skills to respond to situations or comments that might trigger conflict).	YWC is a peer-led program where youth support their peers with mental health. Youth learn about stigma, and how to navigate conversations related to mental health and substance use to support their peers.
1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.	YWC is a peer-led program where youth support their peers with mental health. Youth learn about stigma, and how to navigate conversations related to mental health and substance use to support their peers. Youth participating in the YWC Committee will have an opportunity to collaborate positively with their team members on implementing mental health promotion activities.
<b>Critical and creative thinking</b>	
1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	Through participation in the YWC Program, students plan, implement, and evaluate their activities and initiatives to promote mental health. Students gain an increased understanding of the planning and implementation process of a large project and can utilize their critical and creative thinking skills to turn their ideas into action.
<b>STRAND C: Healthy Living (Ontario, 2015, pgs. 101–108)</b>	
<i>C1. Understanding Health Concepts</i>	
<b>Substance use, addictions and related behaviours</b>	
C1.3 demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions (PS, CT)	Youth participating in the YWC program will gain an increased understanding of the protective and risk factors associated with substance use and mental illness. (Continued on next page)

Grade 9, Strand C: Healthy Living, con't.	
Skill	Alignment with YWC
<i>C3. Making Connections for Healthy Living</i>	
<b>Personal Safety and Injury Prevention</b>	
C3.2 identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being) [PS, IS]*	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. Students participating in YWC will learn about healthy and adaptive coping strategies to help them respond to stressful situations or emotions. Mental health support resources are reviewed and provided.
<b>Substance Use, Addiction and Related Behaviours</b>	
C3.4. describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences [IS, CT]	Through the YWC training, youth learn about how external factors (e.g., stress, environment, friends etc.) can affect mental health and substance use. They also learn about how mental health promotion activities can have a positive impact on mental health and substance use.

(See next page for Grade 10 curriculum alignment.)

## Grade 10

Course name: PPL20 (Ontario, 2015, pgs. 110–126)

Skill	Alignment with YWC
Living skills (Ontario, 2015, pgs. 110–111)	
Personal Skills	
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: describe ways to recognize sources of stress and assess the relative importance of their stressors).	Students gain an increased understanding of stress, mental health and mental illness. Students will develop self-awareness and self-monitoring skills related to their mental health as well as coping strategies and the ability to implement school initiatives to promote mental health.
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: explain how paying attention to one's own emotions and expressing them in a positive way can assist in avoiding a conflict or preventing a conflict from escalating; describe how various coping strategies can be used to enhance their mental health and wellbeing).	Students participating in YWC will learn about healthy and adaptive coping strategies to help them respond to stressful situations or emotions. Mental health support resources are reviewed and provided.
Interpersonal Skills	
1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs).	encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: explain how paying attention to one's own emotions and expressing them in a positive way can assist in avoiding a conflict or preventing a conflict from escalating; describe how various coping strategies can be used to enhance their mental health and wellbeing).

Grade 10, con't.	
Skill	Alignment with YWC
<b>Interpersonal Skills, con't.</b>	
1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members	YWC is a peer-led program where youth support their peers with mental health. Youth learn about stigma, and how to navigate conversations related to mental health and substance use to support their peers. Youth participating in the YWC Committee will have an opportunity to collaborate positively with their team members on implementing mental health promotion activities.
<b>Critical and Creative Thinking</b>	
1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.	Through participation in the YWC Program, students plan, implement, and evaluate their activities and initiatives to promote mental health. Students gain an increased understanding of the planning and implementation process of a large project and can utilize their critical and creative thinking skills to turn their ideas into action.
<b>STRAND C: Healthy Living (Ontario, 2015, pgs. 120–126)</b>	
<i>C3. Understanding Health Concepts</i>	
<b>Personal Safety and Injury Prevention</b>	
C1. demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being [PS, IS].	Youth participating in the YWC Program will gain an increased understanding of the protective factors associated with positive mental health. Resources are reviewed and activities to promote resilience and mental health are shared during the training process.  (Continued on next page)

Grade 10, con't.	
Skill	Alignment with YWC
<i>C2. Making Healthy Choices</i>	
Substance Use, Addiction and Related Behaviours	
C.2.4. demonstrate the ability (e.g., through role play, discussions, debates, analysis of hypothetical situations, case studies, scenarios) to apply adaptive, coping, and management skills (e.g., refusal, assertiveness, and persuasion skills; problem-solving and stress-management skills; time-management and organizational skills) to respond to challenging situations involving substance use, addictions, and related behaviours [PS, IS, CT],	The YWC Program is a peer-led program where youth support their peers with mental health. Youth learn about stigma, and how to navigate conversations related to mental health and substance use to support their peers.
<i>C3. Making Connections for Healthy Living</i>	
Substance Use, Addiction and Related Behaviours	
C.3.3. identify public issues related to various addictions (e.g., alcohol, drugs, gambling, tobacco), and analyse their impacts and the connections between these impacts locally, nationally, and internationally [CT]	Youth participating in YWC gain an increased understanding of mental health and substance and how they can impact an individual's mood, behaviour, and functioning.

(See next page for Grade 11 curriculum alignment.)



**Grade 11****Course name: PPL30 (Ontario, 2015, pgs. 128–144)**

Skill	Alignment with YWC
<b>Living skills (Ontario, 2015, pgs. 128–129)</b>	
<b>Personal Skills</b>	
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: describe ways to recognize sources of stress and assess the relative importance of their stressors).	Students gain an increased understanding of stress, mental health and mental illness. Students will develop self-awareness and self-monitoring skills related to their mental health as well as coping strategies and the ability to implement school initiatives to promote mental health.
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: explain how paying attention to one's own emotions and expressing them in a positive way can assist in avoiding a conflict or preventing a conflict from escalating; describe how various coping strategies can be used to enhance their mental health and wellbeing).	Students participating in YWC will learn about healthy and adaptive coping strategies to help them respond to stressful situations or emotions. Mental health support resources are reviewed and provided.
<b>Interpersonal Skills</b>	
1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs).	YWC is a peer-led program where youth support their peers with mental health. Youth learn about stigma, and how to navigate conversations related to mental health and substance use to support their peers.  <i>(Continued on next page)</i>

Grade 11, con't.	
Skill	Alignment with YWC
<b>Interpersonal Skills, con't.</b>	
1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.	YWC is a peer-led program where youth support their peers with mental health. Youth learn about stigma, and how to navigate conversations related to mental health and substance use to support their peers. Youth participating in the YWC Committee will have an opportunity to collaborate positively with their team members on implementing mental health promotion activities.
<b>Critical and Creative Thinking</b>	
1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.	Through participation in the YWC Program, students plan, implement, and evaluate their activities and initiatives to promote mental health. Students gain an increased understanding of the planning and implementation process of a large project and can utilize their critical and creative thinking skills to turn their ideas into action.
<b>STRAND C: Healthy Living (Ontario, 2015, pgs. 120–126)</b>	
<i>C1. Understanding Health Concepts</i>	
<b>Personal Safety and Injury Prevention</b>	
C1. describe warning signs for suicide, and identify sources of support that can help people who may be contemplating suicide [IS].	<p>The YWC Program reviews the signs and symptoms of mental illness as well as the risk of suicide. Professional mental health resources are made available for access and referral.</p> <p><i>(Continued on next page)</i></p>

Grade 11, con't.	
Skill	Alignment with YWC
<i>C2. Making Healthy Choices, con't.</i>	
Substance Use, Addiction and Related Behaviours	
C2.2. apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities [PS, CT]	YWC provides a comprehensive review of the association between mental health, mental illness, substance use, and other factors including stress and poor coping strategies. Youth increase their mental health literacy which can lead to improvements in navigating substance use topics.
<i>C3. Making Connections for Healthy Living</i>	
Substance Use, Addiction and Related Behaviours	
C3.3. describe factors (e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres) that can help people avoid or overcome substance abuse and addiction [PS, IS, CT]	YWC provides an overview of the risk factors associated with poor mental health and substance use, including negative coping strategies, lack of social support network, and other social determinants of health.  (Continued on next page)

Grade 11, con't.	
Skill	Alignment with YWC
<i>C3. Making Connections for Healthy Living, con't.</i>	
<b>Substance Use, Addiction and Related Behaviours, con't.</b>	
C3.5. describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community [PS, IS, CT]	YWC provides a comprehensive overview of mental health, mental illness, and substance use as well as the associated stigma. Participants increase their mental health literacy and learn about strategies to combat stigma. The YWC Committee can determine activities and initiatives to implement within the school to promote mental health and reduce stigma.

*(See next page for Grade 12 curriculum alignment.)*

**Grade 12****Course name: PPL40 (Ontario, 2015, pgs. 145–160)**

Skill	Alignment with YWC
<b>Living skills (Ontario, 2015, pgs. 146–147)</b>	
<b>Personal Skills</b>	
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: describe ways to recognize sources of stress and assess the relative importance of their stressors).	Students gain an increased understanding of stress, mental health and mental illness. Students will develop self-awareness and self-monitoring skills related to their mental health as well as coping strategies and the ability to implement school initiatives to promote mental health.
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: explain how paying attention to one's own emotions and expressing them in a positive way can assist in avoiding a conflict or preventing a conflict from escalating; describe how various coping strategies can be used to enhance their mental health and wellbeing).	Students participating in YWC will learn about healthy and adaptive coping strategies to help them respond to stressful situations or emotions. Mental health support resources are reviewed and provided.
<b>Interpersonal Skills</b>	
1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (Healthy Living: demonstrate the ability, through role play, to use refusal skills to deal with potentially challenging situations involving the illicit use of drugs).	YWC is a peer-led program where youth support their peers with mental health. Youth learn about stigma, and how to navigate conversations related to mental health and substance use to support their peers.  (Continued on next page)

Grade 12, con't.	
Skill	Alignment with YWC
<b>Interpersonal Skills, con't.</b>	
1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.	YWC is a peer-led program where youth support their peers with mental health. Youth learn about stigma, and how to navigate conversations related to mental health and substance use to support their peers. Youth participating in the YWC Committee will have an opportunity to collaborate positively with their team members on implementing mental health promotion activities.
<b>Critical and Creative Thinking</b>	
1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.	Through participation in the YWC Program, students plan, implement, and evaluate their activities and initiatives to promote mental health. Students gain an increased understanding of the planning and implementation process of a large project and can utilize their critical and creative thinking skills to turn their ideas into action.
<b>STRAND C: Healthy Living (Ontario, 2015, pgs. 154–160)</b>	
<i>C2. Making Healthy Choices</i>	
<b>Substance Use, Addiction and Related Behaviours</b>	
C.2.3. describe how coping and interpersonal skills and their knowledge of personal protective and risk factors can be used to develop resilience and enhance their ability to make healthy choices, including the avoidance of substance use and addictive behaviours [PS, IS, CT].	Youth participating in YWC will increase their knowledge of the protective and risk factors associated with mental health, mental illness, and substance use. Youth will increase their mental health literacy and learn about increasing positive coping strategies to increase resiliency.

Updated February 2025