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STUDY GUIDE

Project ACT: The Play

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Welcome to Project ACT!

Project ACT is an exciting new province-wide initiative supported by the [Ontario Ministry of Health Promotion, Healthy Communities Fund](#) - we gratefully acknowledge their support! - and Mixed Company Theatre. It's an interactive, theatrical presentation that focuses on Physical Activity, Healthy Eating, and Substance Misuse Prevention to help students in grades 7-9 recognize and overcome the blocks, excuses, barriers, and deflections that can prevent them from leading active, healthy lives. **Project ACT will tour throughout Ontario in Fall/Winter 2010.**

Using Forum Theatre, **Project ACT** will provide audiences with an interactive opportunity to incorporate the **Ontario Ministry of Education's Foundations for A Healthy School**. Following each presentation, we will hold small-group, post-show discussions with students and educators in order to create a safe and encouraging forum in which to further delve into these issues. Students will also have an opportunity to personally take charge of leading their own active, healthy lives while inspiring others to do the same. They will be encouraged to organize events and initiatives related to the issues addressed in the play. Mixed Company will provide students with information about available resources and local organizations such as district health units, sports and activity clubs.

Another important component of **Project ACT** is this **Study Guide** which includes information and resources related to the issues, and a step-by-step tool kit for students to help them plan. Overall, the goal of the Study Guide is to support the implementation and delivery of Project ACT through the facilitation of teacher and student participation in the project.

Acknowledgements

Mixed Company Theatre (MCT) shares common goals, objectives and interests with the following organizations in supporting physical activity, healthy eating and substance misuse prevention among youth in communities across Ontario. In an effort to expand outreach efforts and services to youth across Ontario,

MCT has established working relationships with each of these organizations to achieve goals that we mutually believe are important in improving the lives of Ontario's youth. The goals of these community partnerships are to collaborate on Project ACT and build on each others strengths with the aim of empowering students to live active, healthy lives.

Tour Sponsor:

Ontario Arts Council

Community Partners:

**Heart and Stroke Foundation of Ontario
Active Living Alliance for Canadians with
Disabilities
Big Brother Big Sisters
KidSport Ottawa
YMCA
Boys and Girls Club of Thunder Bay**

Community Partners (cont.)

**Sheena's Place
Thunder Bay District Health Unit
Anaphylaxis Canada
Food Share
Brescia
Get Active Toronto**

In Kind Partners:

**Putumayo Kids
Eat Right Ontario
Kids Help Phone**

Mixed Company Theatre would like to thank the following organizations for their assistance in the development of the pilot portion of Project ACT:

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A NOTE FOR TEACHERS

RESOURCES & LESSONS

The resources and lessons provided are templates to work from. All resources should be adapted to the unique dynamics of each class to make for an inclusive, equitable, and respectful classroom for all students.

The Organization of the Study Guide

Module 1 - Engagement is meant to support teachers and their students for the interactive theatrical performance. Information about forum theatre and the engagement methodology of the theatrical performance will be provided. Also, various pre-show activities are outlined to assist teachers in preparing students to critically engage with the theatrical presentation in which they will be viewing and participating.

Module 2 - Understanding provides background information and activities to deepen understanding of the selected health issues. The background material reviews public health data (e.g. relevant statistics, recognized health information, etc.) Module 2 also includes post-show activities and other suggestions for how to relate Project ACT to current curriculum.

Module 3 - Action supports students to take action on healthy eating, physical activity, and substance misuse prevention within their school communities. Ideas for student initiatives are recommended in conjunction with tips for planning projects in school communities. This section is intended to assist Student Committees to plan events in their schools in tandem with the goals of Project ACT. This portion of the Guide has already begun with the Activate Student Ideas Sheet.

Module 1: Engagement

1.1 Introduction to Mixed Company Theatre

A. Goals of *Project ACT: The Play*

The intent in performing *Project ACT: The Play* is to help students recognize the barriers to healthy living and explore practical strategies for dealing with healthy eating, physical activity, and substance misuse prevention. More generally, it is intended that *Project ACT: The Play* will stimulate students' critical thinking and engage them in active problem solving.

B. Explanation of Forum Theatre

Forum Theatre is an interactive approach that involves the audience in developing real-time strategies for dealing with social and personal issues. In a Mixed Company production, a story representing an issue is created, rehearsed, and performed. The story is then presented again—only this second time, audience members can intervene in the story as "spect-actors," to create a positive alternative ending. A trained Forum Theatre facilitator (the Joker) prepares and encourages participants to replace the actors on stage and to change the story in a constructive way.

C. Caveat: Statement/Issues of Disclosure

Mixed Company Theatre does not ask for or encourage personal disclosure from students during the course of the show. However, the production deals with sensitive issues. Sometimes, during the interactive segment of the performance, a student may either disclose or otherwise be adversely affected by recalling incidents they have experienced. Mixed Company Theatre therefore STRONGLY recommends that a representative from your school's guidance department be present at the show and available as a referral option for students dealing with these issues. Please feel free to forward this guide to your school's guidance department for their information. We also suggest that you invite your school's public health nurse to the performance as they may play a role in assisting teachers with the follow up activities and help support the implementation of the production, continuing the dialogue Mixed Company has started. The Appendix section of this document also contains resources for teachers and students to access information and support from organizations who have expertise in the health issues addressed in *Project ACT: The Play*.

D. Pre-Show Principles

Please review the following theatre guidelines with your students prior to the performance:

- 👉 Please be considerate: talking, whispering, snacking , or shuffling about seats disrupts the actors and distracts the audience
- 👉 Please remain seated during the performance. Plan washroom visits for before or after the show.
- 👉 Taking photographs and recording sound or video during a performance is strictly prohibited by Canadian Actor's Equity regulations.

1.2 Project ACT: The Play

A. Synopsis

Project ACT: The Play explores the barriers to physical activity, healthy eating, and substance misuse prevention. In this theatrical presentation we follow the characters of Rick, Shona, Halie, and Gavin as they face the challenges of making personal choices relating to their health. This group of young high school students race along the track of life amidst personal and external barriers with varying health outcomes.

Questions that can be derived from the Play:

1. Issue of control: How do some of the characters try to control their bodies?
2. How are the mind and body connected with regards to health? How does this create a cycle of thought and behaviour?
3. What associations do people have about food, physical activity, and substance use?
4. How does the media influence social and gender roles, and perspectives about body image, health, and substance use?
5. The individual is not entirely responsible for the choices that they make regarding health. How do external factors, such as school, affect the choices people are able to make?

B. Character Breakdown

Halie – Halie is a take charge, idealistic teenager. She is the lead of the Student Initiative Committee and carries the weight of trying to keep everyone organized, which leads to a considerable amount of stress.

Shona – Shona is friends with Halie. During the play she struggles with low self-esteem. She values her appearance and develops problematic body image issues as a means of coping with the negative feelings she has about herself.

Rick – Rick is also a teenager. He might like to be an athlete but has begun to experiment with using substances. In the play, his use of substances becomes problematic and impedes his athletic goals.

Gavin – Gavin is the same age as Rick. He struggles with his body image as a result of messages he receives from adult role models in his life. To distract himself from the negative experiences he has, Gavin occupies his time with non-active pastimes like playing video games.

Chorus – The characters step in and out of the chorus for scenes. The chorus functions as the voice that demonstrates the interconnectivity of the characters in the play. The chorus also delivers messages on how the emotional, spiritual, mental, and physical self are all connected.

Please refer to APPENDIX A of this study guide for a scene-by-scene breakdown of Project ACT – The Play

1.3 Activities & Lesson Plans

**NOTE: All curriculum codes are taken from the following Ontario Ministry of Education's curriculum documents and are current as of August 2010:*

- Health and Physical Education, Grades 1-8, Interim Edition*
- Codes that could not be found at this time (eg. Grade 9 Health and Physical Education) are marked as NCP (New Codes Pending).*

A. Pre-Show Activities

ACTIVITY 1

Warm-Up: Brainstorming Thoughts
Subjects: Health & Physical Education
Grades: 7-9 Time: 20 Min.

CURRICULUM CONNECTIONS

GRADE 7

Health & Physical Education-- C3.1, C3.2

GRADE 8

Health & Physical Education -- C1.3, C3.1

GRADE 9- NCP

OBJECTIVES

- 👤 To motivate students to begin thinking about the issues of healthy eating, physical activity, and substance misuse prevention.
- 👤 To assess their previous knowledge on the health topics.

MATERIALS

Chart papers
Markers

NOTE:

Substances are defined as drugs such as alcohol, tobacco, over the counter drugs, prescription drugs, and other illicit drugs (CAMH, 2010).

Step 1:

- Divide the class into three groups (Healthy Eating, Physical Activity, Substance Misuse).
- Distribute the questions provided below to each group.
- Have them divide again into three subgroups, one group per question.
- Ask each group to make a three column chart that has a question in each column.

Group Questions:

Healthy Eating

What are some eating choices that are considered to be unhealthy? What are some healthy choices? Why do people make unhealthy eating choices?

Physical Activity

What are some daily lifestyle choices that are not physically active? What are some physically active choices? What causes some people to not be physically active?

Substance Misuse

What are some harmful effects of substance misuse? What are some healthy effects of substance use? Why would people misuse substances?

**Make sure students understand what are considered "substances" – noted above.*

Step 2:

- Once the students have filled up their charts, ask each large group to present their responses to the class.

Step 3:

- End the warm-up with the question: Why is it important for us to discuss these issues?
-


Mind Mapping: How We Make Healthy Choices

Subjects: Health & Physical Education, English
Grades: 7-9 Time: 50 min

GRADE 7

GRADE 8

GRADE 9

 To reflect on the ways our social environment impacts our actions around healthy eating, physical activity, and substance misuse.

- 8 1/2" x 11" sheets of paper for each student
- Markers

ENERGY MAP

ENERGY

Electromagnetic Energy

- Radio
- Infrared
- Visible
- Ultraviolet
- X-ray
- Gamma
- Cosmic rays
- Examples: lamp, TV, stereo, microwave, laser, remote control, radio
- Note: Electromagnetic waves can turn into other forms of energy

Mechanical Energy

- Kinetic
- Potential
- Elastic
- Examples: wind turbine, roller coaster
- Note: Energy can be stored in many ways

Thermal Energy

- Heat
- Temperature
- Conduction
- Examples: hot water, steam
- Note: Heat is a form of energy

Chemical Energy

- Fuel
- Food
- Batteries
- Examples: car, battery
- Note: Chemical energy can be stored in many ways

Nuclear Energy

- Fission
- Fusion
- Examples: nuclear power plant, hydrogen bomb
- Note: Nuclear energy can be stored in many ways

Sound Energy

- Sound waves
- Examples: speaker
- Note: Sound energy can be stored in many ways

Light Energy

- Visible light
- Infrared
- Ultraviolet
- Examples: sun, light bulb
- Note: Light energy can be stored in many ways

Other forms of energy

- Gravitational Energy
- Magnetic Energy
- Electrical Energy
- Examples: magnets, batteries
- Note: Energy can be stored in many ways

(Bennett and Rolheiser, 2008)

Step 1: What is a Mind-Map?

- Explain to students the concept of mind-mapping.

A Mind Map is a diagram that represents connections between ideas that are arranged from a central key idea. Mind maps are used to brainstorm, visualize, organize, and structure ideas.

Step 2:

- In small groups, have the students choose one of the health topics discussed.
- Hand out sheets of paper and markers to each group.
- Get students to draw their health topic in the centre of the page.

Step 3:

- Instruct students to draw or write the first things that come to their minds when they start to think about their chosen topic.
- Students should allow the ideas to expand outward into branches and sub-branches.
- Give students a total of **five minutes** to come up with an explosion of ideas that they can communicate in words, images, codes or symbols. This is the time for students to think "out-of-the-box."

Step 4:

- After their mind-map is complete, have students identify relationships and connections between their ideas with the whole class.

Step 5: Group Discussion

The discussion will most likely evolve from the unique ideas presented by each student's mind-maps. In addition, present the questions below to students.

1. Looking at our mind map what factors influence how we made decisions around health?
 2. What health issues are important to us?
 3. Does your mind map suggest solutions for the issues that we are concerned about?
-

ACTIVITY 3

Creating a Group Definition of 'Health'

Subjects: Health & Physical Education, English

Grades: 7-8

Time: 30 Min

CURRICULUM CONNECTIONS

GRADE 7

Health & Physical Education— A2.2, C3.1, C3.2

GRADE 8

Health & Physical Education— C1.3, C3.1

GRADE 9

English—1.6 (Oral Communication)

OBJECTIVES

- 👤 Motivate students to begin thinking about the issue of health and what it means to them.
- 👤 Allows students to begin drawing connections between external influences and personal choice and beliefs.

MATERIALS

Chart Paper
Markers
Talking Stick

Step 1:

- As a class, students will brainstorm words or phrases which they associate with the concept of "health". What are the various dimensions or components of health?

- From the list created, each student will choose four or five words they feel are most meaningful to them and most critical in defining “health.” A vote is then conducted to narrow down the list to a total of less than ten words or phrases.

Step 2:

- Post the selected words or phrases around the classroom, and each student will select their preferred phrase or word by moving towards it in the room.

Step 3: Group Discussion

- In a circle, the class holds a “talking stick” discussion.

A **talking stick** is used by a group to discuss a topic in an egalitarian manner. Students sit in a circle and can only speak when they are holding the talking stick. The purpose is to allow every student a chance to speak and be listened to by the whole group.

- Each student contributes their own view on the following questions:
 - Why did I choose the word I did?
 - What influences my decisions about my health?
 - What control do I have over my health?
 - Do you think health is important to people our age? Explain your answer.
-

B. Pre-Show Survey

Project ACT - Pre-Show Survey

What do **YOU** think is important?

Answering this survey is a way for you to tell us something about yourself, your school and your community. There are no right or wrong answers. You don't have to answer any question you don't want to.

ABOUT YOU

Age _____ Grade _____ ☐ Female ☐ Male

You're a: ☐ Student ☐ Teacher ☐ Parent ☐ Other _____

Your class helped Mixed Company develop this play? ☐ Yes ☐ No

Your favourite activities outside of school include (check as many as you want):

☐ Watching TV ☐ Playing Video Games ☐ Reading ☐ Listening to/ playing music
☐ Drama ☐ Visual Arts ☐ Cooking ☐ Dance
☐ Playing Sports ☐ Surfing the web ☐ Other: _____

You base your decisions about what you eat on (check as many as you want):

☐ What your family is eating ☐ What your friends are eating ☐ What tastes the best ☐ Cost
☐ Nutrition ☐ Convenience ☐ Other: _____

You base your decisions about your physical activities on (check as many as you want):

☐ What your family is doing ☐ What your friends are doing ☐ What is the most fun
☐ What you are best at ☐ Your physical appearance ☐ Cost
☐ Convenience ☐ Other: _____

What do you think influences people's decisions to use alcohol and other drugs?

(check as many as you want):

☐ Peer Pressure ☐ Family ☐ Friends ☐ Prescription from a doctor
☐ Enjoyment ☐ Emotions ☐ Other: _____

You think about your health...

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

You think about your long-term health...

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

ABOUT YOUR SCHOOL AND COMMUNITY

Your school is (please check one)

☐ In the Country ☐ In the Suburbs ☐ In the City

There are free physical activities in your school and community that you can participate in:

☐ No ☐ Maybe ☐ Yes, but you don't want to participate in them
☐ Yes, and you want to get involved ☐ Yes, and you already participate in them

Who would you want to talk to about Physical Activity, Healthy Eating or Substance Misuse Prevention? (check as many as you want):

☐ a friend ☐ a family member ☐ a teacher ☐ a coach
☐ a guidance counsellor ☐ a doctor or nurse ☐ other _____

ABOUT THE TOPICS

What do you already do to lead an active, healthy life?

What do you wish you did to lead an active, healthy life?

How much do you agree with the following statements?

(Please circle one number for each statement: 1=I don't agree at all; 10= I really agree)

You have to be cool to be on a sports team. 1 2 3 4 5 6 7 8 9 10

I like the physical activities offered in gym class. 1 2 3 4 5 6 7 8 9 10

Physical activity means sports. 1 2 3 4 5 6 7 8 9 10

Physical activity means competition. 1 2 3 4 5 6 7 8 9 10

You have to have money to do anything fun. 1 2 3 4 5 6 7 8 9 10

I know how physical activity can affect my health. 1 2 3 4 5 6 7 8 9 10

I know how food can affect my health. 1 2 3 4 5 6 7 8 9 10

I know how alcohol can affect my health. 1 2 3 4 5 6 7 8 9 10

I know how drugs can affect my health. 1 2 3 4 5 6 7 8 9 10

What would you do if a friend or family member was struggling with a body image issue?

(Check as many as you want)

- ☐ You wouldn't want to get involved
- ☐ You wouldn't know what to do
- ☐ You would feel embarrassed
- ☐ You would try to counsel them
- ☐ You would know how to be supportive
- ☐ You would know about helpful resources

What would you do if a friend or family member was struggling with alcohol and other drugs?

(Check as many as you want)

- ☐ You wouldn't want to get involved
- ☐ You wouldn't know what to do
- ☐ You would feel embarrassed
- ☐ You would try to counsel them
- ☐ You would know how to be supportive
- ☐ You would know about helpful resources

What do you want to learn about physical activity, healthy eating and substance misuse?

Module 2: Understanding

2.1. Healthy Eating

A. Introduction: Healthy Eating and Youth

- Children and adolescents receive many messages about food and eating from a diversity of sources. On one hand youth are told to eat many fruits and vegetables, and on the other hand they are exposed to distorted portions of food within the media and food industries (e.g.: super-sizing) (About Kids Health, 2006).
- Many children today think that any amount of fat in food is bad for them and as result, children tend to respond in unhealthy ways (e.g. eliminating all fat from their diets) (ibid).
- Young people experience environmental barriers to making healthy choices such as the availability and access to healthy foods due to economic reasons. Research shows that there is a persistence of overweight amongst low-income children in Ontario (Evers et al., 2007).

B. Information for Talking about Healthy Eating

For basic Nutritional Information on Healthy Eating check out:

Health Canada's *Eating Well with the Canada's Food Guide*.

The Guide discusses the importance of eating a variety of foods, which foods are better eaten in moderation as well as the pleasurable aspects of eating.

http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf

Versions of the Guide in additional languages can be found here:

http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/guide_trans-trad-eng.php

Eating Well with Canada's Food Guide: First Nations, Inuit, and Métis:

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php>

C. Learning the Language of Healthy Eating

Positive Thinking About Food, Nutrition, and Eating

- Thinking about food as “bad” and “good” can actually form unhealthy attitudes towards food (About Kids Health, 2006).
- Ontario Physical Health and Education Association recommends discussing food and nutrition in terms of “sometimes” or “everyday” foods (OPHEA, Menu of Choices - Ophea's H&PE Healthy Eating Lessons Grade 3).

EVERYDAY FOOD:

High in nutrients that we need regularly (eg. fruit). Should compose the majority of our diet (ibid).

SOMETIMES FOODS:

Do not provide high levels of essential nutrients. Can be consumed everyday as long as there is a high consumption of “everyday” foods as well (eg. having a cookie with lunch) (ibid).

Messages about Food & Communication

- *How* messages about food are communicated is just as important as *what* information is shared with young people. For instance, if a school has only vending machines with foods that are less high in nutrients this might suggest to students that these are the best foods to eat (About Kids Health, 2006).
- As a teacher, think about how you communicate messages, spoken and unspoken, about healthy eating with your students. For instance, a positive unspoken message may include avoiding talk about restrictive eating and dieting, categorizing foods as “bad”, and addressing weight-based bullying in your classroom (ibid).

D. Healthy Eating, Healthy Weight and Body Image

- Body image is the mental picture that an individual has of his or her body (OPHEA, Menu of Choices - Ophea's H&PE Healthy Eating Lessons Grade 7).
- Adolescence is a time when children feel extensive pressure and awareness of their body image (About Kids Health, 2006).

- The onset of new relationships, puberty, and other social factors may make young people especially conscious of their body weight, shape, and size (McVey et al, 2007).

WAYS TO PROMOTE HEALTHY BODY IMAGES

For teachers and within the school community!

- Despite societal and culture pressures to look a certain way, it is important to encourage young people to be critical of messages that suggest particular body ideals as a means to achieve happiness (About Kids Health, 2006)
- Acknowledge that people come in a variety of shapes and sizes, each which is unique to the individual (OPHEA, Menu of Choices - Ophea's H&PE Healthy Eating Lessons Grade 7).
- Encourage students to focus upon healthy eating and active living rather than upon measuring body weight or achieving a specific weight (e.g.: such as through Body Mass Index models which are unsuitable for children and adolescents) (ibid).
- Allow students to explore the multiple factors that affect body weight, shape, and size (e.g.: heredity, culture, personal choice, physical activity, gender, and puberty) with the intent to help them understand the origins of their own shape and come to enjoy their unique qualities (OPHEA, Menu of Choices - Ophea's H&PE Healthy Eating Lessons Grade 7; About Kids Health, 2006).

2.2 Physical Activity

A. Introduction: Physical Activity and Youth

- 👤 Only 12% of Canadian youth are meeting Canada's guidelines of 90 minutes of physical activity a day for healthy growth and development (Active Healthy Kids Canada, 2010).
- 👤 In grade 6, 55% of boys and 53% of girls participate in school sports (ibid).
- 👤 In grade 12, 41% of boys and 27% of girls participate in school sports (ibid).
- 👤 35% of kids cited peers as a reason they enjoy physical activity and sport (ibid).
- 👤 Physical activity offers significant benefits to youth such as: building strong bones and muscles, maintaining flexibility, achieving a healthy weight,

promoting good posture and balance, improving fitness, improving self-esteem, and increasing relaxation (PHAC, 2009).

- There are social determinants that affect the active participation of young people, such as inequitable access to physical activities based on where they live, where their school is located, or whether students of all size, shapes, skills levels, and abilities are encouraged to participate (About Kids Health, 2006).

B. Key Messages and Information for Talking about Physical Activity

The Public Health Agency of Canada (PHAC)

PHAC's *Teacher's Guide to Physical Activity for Youth*

10-14 Years of Age:

<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pag-gap/cy-ej/index-eng.php>

Inclusion is Key to Physical Activity and Active Participation

- Inclusive environments are ones that provide the opportunity for individuals of all abilities and interests to participate to the fullest extent possible.
- Many students may feel discouraged to participate in physical activities due to concerns about appearance (About Kids Health, 2006).
- To promote equitable physical activity, include a variety of physical activities to encourage participation (ALA, 2006).
- Assess involvement on student improvement rather than a hierarchy of abilities (e.g.: the best in the class).
- Avoid having students select teams so teachers can create teams more equitably (About Kids Health, 2006).

Think About the "Health at Any Size" Approach

- The World Health Organization promotes supporting young people in physical activity without focusing on weight (About Kids Health, 2006).

- Avoid being weight-centred and instead encourage the health of the whole person as having physical, mental, emotional, and social health dimensions (ibid).
- Physical activity in school settings encourages programming that incorporates the building of community and individual resilience, as well as physical health.

2.3 Substance Misuse Prevention

A. Introduction: Substance Misuse Prevention and Youth

- 📌 Substance misuse is an important topic relating to the health of children and young people.
- 📌 Substances include drugs such as alcohol, tobacco, over the counter drugs, prescription drugs, and other illicit drugs (CAMH, 2010).
- 📌 When it comes to youth substance misuse research shows that alcohol and tobacco are the substances, or drugs, most readily available to young people (ibid).
- 📌 Currently, one in eight students between grades 7 and 12 smokes cigarettes. In addition, 21% of young people in this same age range demonstrate hazardous levels of drinking, placing these youth at risk for accidents and injuries (CAMH, 2009).

B. Key Messages and Information for Talking about Substance Misuse Prevention

- The 'Just Say No To Drugs' approach to drug education is often too simplistic and does not consider the multiple determinants that may be helpful for young people making decisions around drugs.
- Prevention efforts are most effective when programs focus on helping young people understand the effects and consequences of drugs and are provided with opportunities to build the skills necessary to make healthy decisions around drugs. These skills can include assertiveness, decision-making, problem-solving, and stress management among many other life skills (Ontario Ministry of Education, 2009).
- Often the building of life skills is referred to as 'mental health promotion' which includes strategies for universally building overall mental well-being or resilience (CAMH, 2010).
- Fostering the resilience of young people enables their ability to cope with life's challenges in healthy, positive ways (ibid).

C. Healthy School Environments Support Positive Choices

- The environments where we work, live, learn, and play impact our health and have a role in determining the choices we make around substance use.
- Research shows that students who feel a sense of belonging with their schools are less likely to engage in drug use (CAMH, 2010).
- Teachers can play a role in creating supportive school environments relating to substance use by modeling positive interpersonal behaviour, stimulating active participation among students, reviewing current information related to substance use, and being aware of how their personal beliefs relating to substance use may influence students (ibid).

2.4 Activities and Lesson Plans

**NOTE: All curriculum codes are taken from the following Ontario Ministry of Education's curriculum documents and are current as of August 2010:*

- *Health and Physical Education, Grades 1-8, Interim Edition (2010)*
- *Language, Grades 1-8, 2006(revised)*
- *The Arts, Grades 1-8, 2009 (revised)*
- *The Arts, Grades 9 and 10, 2010 (revised)*
- *English, Grades 9 and 10, 2007 (revised)*
- *Codes that could not be found at this time (eg. Grade 9 Health and Physical Education) are marked as NCP (New Codes Pending).*

A. Post-Show Activities

ACTIVITY 1

Debriefing Project ACT: The Play

Subjects: Health & Physical Education, Language, Drama

Grades:7-9

Time: 30 Min

CURRICULUM CONNECTIONS

GRADE 7

Health & Physical Education— A1.3, C3.1, C3.2

Language —1.5, 1.6, 1.7, 1.9, 2.1 (Oral Communication); 1.3, 1.4 (Media Literacy)

Arts - B2.1, B3.1, B3.2 (Drama)

GRADE 8

Health & Physical Education - C1.3, C2.1, C3.1

Language — 1.6, 2.2, 2.5, 2.6 (Oral Communication); 1.3, 1.4, 3.1, 3.3 (Media Literacy)

Arts - B2.1, B3.1, B3.2 (Drama)

GRADE 9

Arts – B1.2, B1.3, B2.2, C2.2, C3.3 (Drama)

English – 1.2, 1.5, 1.6, 1.7, 1.9, 3.2 (Oral Communication); 1.3, 1.4 (Media Studies)

OBJECTIVES

- 👤 To debrief the performance using questions that will encourage group discussion.
- 👤 To encourage the students to deconstruct and think critically about the topics presented in the performance.
- 👤 Provide the opportunity for students to represent their own perspectives upon the issues.

MATERIALS

Talking Stick

Step 1:

- Organize the students to form a circle.
- Using a “talking stick”, ask the students to say one thing they *liked* about the performance and one thing they *learned*.

Step 2:

- After each student has a chance to speak, ask them to highlight the issues that were discussed. What were the issues presented? Did they escalate or de-escalate at any point?
- Did the students have any concerns about the issues and/or interventions presented in the performance?
- What changes would they have made to resolve these problems?

Step 3: Group Discussion

- Why are these issues important to discuss in general and in schools?

NOTE: These topics can be very sensitive for some individuals and discussion about them often open the door to other issues. To ensure the safety of all students, please handle discussions with care.

ACTIVITY 2

A Holistic View of Health Through the Medicine Wheel Images

Subjects: Drama, Health & Physical Education, Arts

Grades: 7-9

Time: 120 Min

CURRICULUM CONNECTIONS

GRADE 7

Arts— B1.1, B1.3, B2.1, B3.1 (Drama)

*Health & Physical Education—*1.1, A1.2, A1.3, A2.2, C1.2, C2.3, C3.1, C3.2

GRADE 8

Arts— B1.1, B1.3, B2.1, B3.1 (Drama)

*Health & Physical Education—*A1.2, A1, C2.1, C2.3

GRADE 9

*Arts—*B1.2, B2.2, C2.2 (Drama)

OBJECTIVES

- 👤 To introduce the concept of the Medicine Wheel to students and the multiple dimensions of health (i.e.: physical, mental, emotional, and spiritual health).
- 👤 To assist students in exploring how the various dimensions of health interact (e.g. how physical health affects mental health).

MATERIALS

Board
Chalk
Medicine Wheel sheet

Part One

Step 1:

- With the whole class, make a list of the issues highlighted in the play.
- Discuss the concept behind the medicine wheel and what each aspect means.

In Native American spirituality, the **Medicine Wheel** represents harmony and connections and is considered a major symbol of peaceful interaction among all living beings on Earth (<http://www.medicinewheel.com>). The concept of the Medicine Wheel is that the physical, mental, emotional, and spiritual are all interconnected for human health.

Step 2: Four Corners

- Have one aspect of the medicine wheel placed at four corners of the classroom or space (Physical, Mental, Emotional, Spiritual)
- For some or all of the issues listed from the class, have the students move to the corner that they feel the issue fits into best.

NOTE: Hopefully the students will spread equally to every corner

Step 3:

- Have the students discuss in their corners the reasons why they chose that corner for the issue.
- Each group then presents their reasons to the entire class.

Step 4: Group Discussion

- How did the issues fit into the categories on the medicine wheel?
- Why is it important to consider, all together, the physical, mental, spiritual, and emotional aspects of oneself to achieve a healthy lifestyle?

Part Two

Step 1:

- As a class, agree on one character from the performance in which will be used for this activity.
- Have a student be hot-seated by the class in the role of that character. The idea is for the class to create some background information along with a review of the character.

Hot-Seating is when someone, in character, sits in the middle of a semi-circle and they are questioned by others about their character. This is used to gain details and develop the character.

NOTE: To ensure safety within the classroom, the hot-seating must remain focused upon the character of the play and not evolve to be about the individual student. Teachers may want to be the one hot-seated or choose the student in order to avoid possible bullying to occur. It also is important for students to accept what the character says while being hot-seated, otherwise the activity will not be effective.

Step 2:

- Divide the class into four groups: emotional, physical, spiritual, and mental.
- Each group, from the perspective of their section on the medicine wheel, takes a few minutes to identify the issues that the character deals with.

Step 3:

- Each group creates a short scene where they show the character engaging in an emotionally, physically, spiritually, or mentally unhealthy lifestyle.
- The scene must identify the issue that the character is confronted with and show how the character moves towards a resolution.

Step 4:

- Each group will present their scene to the whole class.
- After each scene bring the students together to discuss the issues presented through questions such as:
 1. What spiritual, physical, emotional, or mental choices is the character making and how did it affect their overall health?
 2. What were the causes of their unhealthy choices?
 3. What changes did they make to improve their health?

Step 5: Group Discussion

- Were there any common themes amongst the groups?
 - How do all four sections of the medicine wheel affect the character's overall health?
 - Why is it important for us to consider our emotional, physical, spiritual, and mental health?
 - Considering the four sections of the medicine wheel, how can we live a healthy life? What are some strategies that we can use?
-

ACTIVITY 3

Rehearsing Self-Esteem

Subjects: Health & Physical Education, Arts,

Grades: 7-9

Time: 60 Min

CURRICULUM CONNECTIONS

GRADE 7

Arts—B1.1-B1.3-B2.1-B3.1 (Drama)

Health & Physical Education—C2.3

GRADE 8

Arts— B1.1-B1.3-B2.1-B3.1 (Drama)

Health & Physical Education—C2.3

GRADE 9

Arts—B1.2, B2.2, C2.2 (Drama)

OBJECTIVES

- ✎ To build on the interactions between mind and body presented by the characters in *Project ACT: The Play*.
- ✎ To explore how self-esteem impacts how we feel about ourselves and our bodies.
- ✎ To introduce to students that self-esteem is something that is developed on an on-going basis.
- ✎ To assist students in exploring strategies for building self-esteem such as letting go of bad thoughts and thinking about our strengths.

MATERIALS

Board

Chalk

Step 1:

- Ask students if they noticed any situations in the play where the characters' behaviour was impacted by the feelings that they had about themselves.

Explain to students that in several cases in the play, the characters were feeling badly about themselves or had 'low self-esteem.' Share with students that feeling confident isn't always necessary, but it helps with making decisions about our bodies and our health. Being confident or having 'strong self-esteem' may allow us to make difficult decisions in our lives that we can feel good about.

Step 2:

- Make a list of ways to deal with stress and gain a positive sense of self.
- Also list ways that stress and negative thoughts and actions can be escalated.
- On the board, make a list of situations in the play that were scary or embarrassing for the characters.

Step 3: Role Play

- In groups, have students improvise the situation in character and respond to the situation in the various ways listed on the board.

Step 4: Group Discussion

- How did each different response to the situation affect its outcome? Which ones escalated the situation and which ones de-escalated it?
 - Discuss the concept of "rehearsing self-esteem" (i.e. practicing being confident and speaking positively about ourselves) and how the scenes that were improvised used this strategy. Ask the students if there was ever a time they used this strategy.
 - Encourage students to think about whether practicing self-esteem means that you are hiding your feelings.
 - When is it a good time to practice self-esteem? When is it important to tell others that you are feeling badly about yourself?
-

ACTIVITY 4

Media Analysis

Subjects: Language, Arts, English

Grades: 7-9 Time: 60 Min

CURRICULUM CONNECTIONS

GRADE 7

Language—1.1, 1.2, 1.3, 1.4, 1.5, 1.6 (Media Literacy)

Arts—B1.1, B1.2, B2.1, B3.1 (Drama)

GRADE 8

Language—1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1 (Media Literacy)

Arts— B1.1, B1.2, B2.1, B3.1 (Drama)

GRADE 9

English—1.3, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3, 3.4 (Media Studies)

OBJECTIVES

- ✎ To identify how Rick and Shona, in *Project ACT: The Play*, are influenced by media to take actions that have negative effects on their health.
- ✎ To identify how social and cultural influences impact how we make choices around our health.
- ✎ To motivate students to think critically about the images presented to them in the media.
- ✎ Introduce to students how norms are socially constructed, particularly as they relate to health.

MATERIALS

Board

Chalk

Step 1:

- Organize students into small groups.
- Discuss advertisements that students have seen in public and how they relate to healthy eating, physical activity, and substance misuse (e.g. models on billboards).
- Written on the board, ask students to consider the following questions:
 1. What did you see? Who or what was in this advertisement?
 2. What was this advertisement trying to sell?

3. Who is the targeted audience?
4. What messages, images, or words did the advertisers use to convince people to be interested in the product they are selling?

Step 2:

- Assign each group to replicate an advertisement that they have recently seen by creating a tableau of it.

Step 3:

- Have groups present their tableau to the class.

Step 4: Group Discussion

- Ask students to reflect on the common themes and images of the advertisements.
 1. What do these advertisements say to us?
 2. How might these advertisements influence how we make decisions about our health?
 3. How do these advertisements affect our eating choices, physical activity, and substance use?

Extension Activity:

Have students return to their groups to create a television commercial that addresses one of the health issues in *Project ACT: The Play* in a way that would help viewers make positive health choices. Students should consider:

- Who is their audience?
- What is the message of their commercial?
- How will they make the commercial appealing to their audience?

C. Other Curriculum Connections

There are ways to raise the importance of the wellness and health of young people beyond the subject areas of health and physical education. The activities and health topics discussed can be incorporated into various subjects in Grades 7-9. Below is a list of examples with some codes taken from the Ontario Ministry of Education Curriculum. Teachers are encouraged to adapt topics and activities to other subjects and make additional curriculum connections.

Language

- Consider having students write a review of the *Project ACT: The Play* to exercise their writing skills.
- Students may also be interested in taking on one of the characters in *Project ACT: The Play* and writing a journal entry as one of the characters describing how they feel at the beginning, middle or end of the play.
- Students can write proposals, letters, or editorials.

Grade 7:

Language

Oral Communication-2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.2

Writing- 1.1, 1.2, 1.3, 1.4, 1.6, 2.2

Media Literacy- 1.4, 1.6, 3.1, 3.2, 3.3, 3.4, 4.1

Grade 8:

Language

Oral Communication-2.1, 2.2, 2.3, 2.4, 2.6, 2.7

Writing- 1.1, 1.2, 1.3

Media Literacy- 3.1, 3.2, 3.3, 3.4, 4.1, 4.2

Grade 9:

English (ENG1D):

Oral Communication- 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Writing- 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3

Media Studies- 3.1, 3.2, 3.3, 3.4, 4.1

Arts

- Explore the drama based activities in this study guide!
- In the play, the Chorus shares many messages through the use of music. In the classroom, students might learn about health by creating original songs.
- Promote awareness through creating posters using a wide range of art mediums.
- The media propaganda machine, how do advertisers sell things that are harmful to our health and body image, can we reverse this to create advertisements for our school that are positive
- Can students create a similar forum production about health issues they want to challenge, to then perform at lunch for the rest of their school?

Grade 7:

Arts

Visual Arts: D1.1, D1.3, D3.2

Drama: B1.1, B1.2, B1.4, B2.1

Grade 8:

Arts

Visual Arts: D1.1, D1.3, D1.4, D2.4, D3.2

Drama: B1.1, B1.2, B1.4, B2.1, B2.2,

Grade 9:

Arts

Drama: B1.1, B1.2, B1.3, B2.2, C1.1, C1.2, C2.2, C3.3

Health and Physical Education

Grade 7:

Health and Physical Education: A2.2, C1.2, C2.3, C3.1, C3.2

Grade 8:

Health and Physical Education: C3.1

Grade 9:

NCP

Mathematics

- Math activities can be adapted to teach about food types and portions using Canada's Food Guide.
- Math can also be used for students to learn about the cost of food and how families create food budgets.
- The use of graphs and pie charts can be used to organize data collected from surveys around the school

Science and Technology

- Have students create a mind map to show the effects of their health choices regarding healthy eating, physical activity, and substance misuse.
- Food as fuel for the body machine. Assignments looking at food energy intake and activity output and what happens to the excess energy if consumption is larger than output.
- Food ingredients and what chemical additives and GMO's can do to our body. The pop – tooth study – watching the deterioration of tooth enamel by contact with soda pop.

D. Post-Show Survey

Project ACT - Post-Show Survey

What did **YOU** think about Project ACT?

Answering this survey is a way for you to tell us about what you thought of the play and the discussion. There are no right or wrong answers. Your answers will help us make the play better. You don't have to answer any question you don't want to.

ABOUT YOU

Age _____ Grade _____ ☐ Female ☐ Male

You're a: ☐ Student ☐ Teacher ☐ Parent ☐ Other _____

You base your decisions about what you eat on (check as many as you want):

☐ What your family is eating ☐ What your friends are eating ☐ What tastes the best ☐ Cost
☐ Nutrition ☐ Convenience ☐ Other: _____

You base your decisions about your physical activities on (check as many as you want):

☐ What your family is doing ☐ What your friends are doing ☐ What is the most fun
☐ What you are best at ☐ Your physical appearance ☐ Cost
☐ Convenience ☐ Other: _____

What do you think influences people's decisions to use alcohol and other drugs?

(check as many as you want):

☐ Peer Pressure ☐ Family ☐ Friends ☐ Prescription from a doctor
☐ Enjoyment ☐ Emotions ☐ Other: _____

ABOUT THE TOPICS

What would you do if a friend or family member was struggling with a body image issue?

(Check as many as you want)

☐ You wouldn't want to get involved
☐ You wouldn't know what to do
☐ You would feel embarrassed
☐ You would try to counsel them
☐ You would know how to be supportive
☐ You would know about helpful resources

What would you do if a friend or family member was struggling with substance misuse? (Check as many as you want)

☐ You wouldn't want to get involved
☐ You wouldn't know what to do
☐ You would feel embarrassed
☐ You would try to counsel them
☐ You would know how to be supportive
☐ You would know about helpful resources

How much do you agree with the following statements?

(Please circle one number for each statement: 1=I don't agree at all; 10= I really agree)

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| You have to be cool to be on a sports team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Physical activity means sports. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Physical activity means competition. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| You have to have money to do anything fun. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

ABOUT THE PLAY

What do you remember most about the play?

What do you remember most about the student interventions?

What did you like most?

Was there anything that you didn't understand?

What could we do to make the play and student interventions more effective?

How much do you agree with the following statements?

(Please circle one number for each statement: 1=I don't agree at all; 10= I really agree)

| | | | | | | | | | | |
|--------------------------------|---|---|---|---|---|---|---|---|---|----|
| The characters were realistic. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------------------------|---|---|---|---|---|---|---|---|---|----|

| | | | | | | | | | | |
|--------------------------------|---|---|---|---|---|---|---|---|---|----|
| The situations were realistic. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------------------------|---|---|---|---|---|---|---|---|---|----|

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| I learned more about how physical activity can affect my health. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| I learned more about how food can affect my health. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| I learned more about how alcohol can affect my health. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| I learned more about how drugs can affect my health. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| I learned about the long-term effects of health. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| The play inspired me to lead a healthier life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| I want to make my school a healthier place. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| I would tell my friends about Project ACT. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| I would tell my family about Project ACT. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Module 3: Action

3.1 Resources for Student Initiative Committees

A. Activate Student Ideas for Teachers

Project ACT hopes to motivate students to begin applying the topics learned through *Project ACT: The Play* to facilitate positive change within the school and/or community. Students are encouraged to begin brainstorming issues that are important to them regarding healthy eating, physical activity, and substance use. Teachers can further encourage students to develop their own action plans by becoming involved in the process as well. Teachers can provide student support by being project supervisors or co-supervisors and assisting students with developing and activating their ideas. The *Foundations for a Healthy School*, by Ontario's Ministry of Education, is an excellent source of ideas for teachers to get involved in their student's action projects.

Foundations for a Healthy School

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

The four page handout below is meant to be distributed to each initiative committee to begin their action projects!

B. ACTIVATE STUDENT IDEAS!

Project ACT is a new initiative from Mixed Company Theatre. It's an interactive, theatrical presentation for students in grades 7-9 to explore strategies for leading active, healthy lives. Here are some ways to plan projects that promote healthy eating, physical activity, and substance misuse prevention.

STEP 1: Get connected!

- ✎ If you want to take action on an issue in your school, a helpful step to making change is getting connected with other students in your school. Will you start a new group or get existing groups to work together? Is your initiative going to be a one-time event or an on-going initiative?
- ✎ Connect with a staff member at your school so that they can support and supervise your group and project.
- ✎ Be inclusive. Involve students that are different ages than you and students with different abilities.

STEP 2: Get Inspired, Get Informed!

- ✎ Need help thinking of a topic to act on? Take a tour of your school and find out what issues are important to students and teachers there. Perhaps do a survey of students in your school to see what they are interested in.
- ✎ Who do you personally know (e.g. parents, relatives, family friends) that may have knowledge about the topics you are interested in? What projects have other schools done?
- ✎ When you are ready, focus on at least one topic that interests you.

STEP 3: Get planning!

- ✎ After choosing a Project ACT activity, develop your plan of action.
- ✎ Take a look at the next page to see how to make an action plan.
- ✎ Once your plan is complete be sure to **get approval** from your staff supervisor or your school.

STEP 4: Get moving!

- ✎ Put your plan into action and try to get others involved.
- ✎ Keep everyone up-to-date to raise awareness and enthusiasm for the activity. To keep people in the loop and aware of your activity you can use school announcements, school newsletters, websites and posters. What else can you do to keep others aware?

STEP 5: Celebrate!

- ✎ Congratulations on achieving your goals! Don't forget to celebrate your achievement.
- ✎ By celebrating your success as a team, you keep everyone focused and enthusiastic! Celebrations can increase student awareness of the healthy schools initiative and may encourage other students to get involved.
- ✎ Celebrating can be as simple as making an announcement on your school's PA system to congratulate everyone involved! How else can you thank those who have helped you along the way?



STEP 6: Have a lasting impact!

- ✎ After your project is complete, think about what you have done. Did you achieve what you wanted to do? What, if anything, could the group do differently next time? Start by organizing a wrap up meeting to talk about the successes and challenges of your initiative. How will you keep the momentum of your group going?

LIST OF IDEAS FOR ACTION PROJECTS

Here is just a list of a few ideas you might consider for planning an action project around healthy eating, physical activity, and substance misuse prevention:

- ✎ Develop an “Awareness Day” or an “Awareness Week” in your school about one of the Project ACT topics your group is interested in. This could involve creating posters to post in your school creating announcements to air on the school PA system everyday of the week.
- ✎ Think about ways that your group can write about the Project ACT topics. Are there any writing contests you can enter? Can you create a comic, a book, or a ‘zine with a group of other students on one or more of the Project ACT topics?
- ✎ Invite a speaker or speakers with expertise about the issues of interest to you and your school.
- ✎ Organize a letter-writing campaign to write a letter to an elected representative on an issue around healthy eating, physical activity and substance misuse and/or any healthy school issue that you are concerned about. For example, you may wish to write a letter to your local city councillor about the need for more park spaces for children to play in your community.
- ✎ The Ministry of Education also has some ideas for school projects. Please check them out!

<http://edu.gov.on.ca/eng/healthyschools/tipsStudents.html>

- ✎ The OPHEA *Healthy Schools Healthy Communities* initiative also has some great resources for planning healthy school initiatives. You can check them out here:

<http://www.ophea.net/healthy-schools-communities/making-it-happen>

MAKING A PLAN

After choosing a healthy schools activity, develop your plan of action. Be sure you have approval for your plan from your staff supervisor and school principal. Post a copy of your plan for all students to see.

A plan usually includes:

- ✎ **Goal(s).** In your plan you may have one or many goals to achieve. It is important to write these down so you can keep track of your team’s progress. Goals are usually very specific activities that need to be completed.
- ✎ **Timeline.** A timeline outlines when your project begins, when your project ends, and all the due dates for the goals and activities that happen for your project between the beginning and end. When you begin your project it’s a good idea to have a general sense of how long your project will take. Review your timeline and see if it is realistic. Check back often to make sure your team is on track! Adjust your plan if necessary.
- ✎ **Tools and resources.** Tools and resources are what you need to achieve the goals of your project. Consider whether there are any monetary costs associated with your goals and project. A staff member at your school can help you figure this out. What do you already have and what can you get for free to support your project?
- ✎ **Responsibilities.** In your action plan, identify as a team who will do what and when during the timeline.

PLAN OF ACTION CHART TEMPLATE

We've included a Plan of Action Chart that groups usually fill out when they are planning action projects. This is a made-up example of how you might fill out the Plan of Action Chart if you were a group of students interested in inviting a guest speaker to speak with students in your school about alcohol and other drugs. Use the blank chart below for your group to get started!



SAMPLE PLAN OF ACTION CHART

| Project Title: Let's Talk About Substance Misuse | | Name of School: Project ACT Middle School | |
|---|---|--|----------------------------------|
| Students Involved: Amir S., Shane W., Lina P. | | | |
| Staff Involved: Ms. Klotz and Mr. Tse | | | |
| Goals | Timeline | Tools/Resources | Responsibilities |
| Find out about possible speakers in our community | By the end of May 4. | Telephone in the school office, Library computers for the Internet | Amir S. , Shane W. and Ms. Klotz |
| Inviting the speaker to our school | By the end of May 11. | Telephone in the school office | Lina P., and Mr. Tse. |
| Follow-up with the speaker and confirm a date for the speaker to attend | By end of May 17 | Telephone in the school office | Lina P. and Mr. Tse |
| Make announcements to your school that the speaker will be attending | By May 25 and on going until the day of the event | Over the PA, posters | Amir S. , Shane W. and Ms. Klotz |
| On the day of the event, have your group welcome the speaker to your school | On the day of the event | Members of your group | Everyone |
| Introduce the speaker | On the day of the event | Members of your group | Amir S., Lina P. |
| Thank the speaker in person | On the day of the event | Members of your group | Amir S., Lina P. |

YOUR GROUP'S ACTION PLAN CHART (How would your group fill this in?)

| Project Title: _____ School Name: _____ | | | |
|---|----------|-----------------|------------------|
| Students Involved: _____ | | | |
| Staff Involved: _____ | | | |
| Goals | Timeline | Tools/Resources | Responsibilities |
| | | | |
| | | | |
| | | | |
| | | | |

C: Useful Links for Students

PHYSICAL ACTIVITY

Government of Ontario's Active 2010
<http://www.active2010.ca/>

Ontario Ministry of Education
<http://www.edu.gov.on.ca/eng/healthyschools/activity.pdf>

Active Living Alliance for Canadians With A Disability
<http://www.ala.ca/content/home.asp>

Public Health Agency of Canada's Physical Activity Guides
<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pag-gap/downloads-eng.php>

HEALTHY EATING

Eat Right Ontario
<http://www.ontario.ca/eatright>

Anaphylaxis Canada
<http://www.anaphylaxis.org/>

FoodShare
<http://www.foodshare.net>

National Eating Disorder Information Centre
<http://www.nedic.ca>

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

SUBSTANCE MISUSE PREVENTION

About Alcohol (Centre for Addiction and Mental Health)
http://www.camh.net/About_Addiction_Mental_Health/Drug_and_Addiction_Information/about_alcohol.html

About Tobacco (Centre for Addiction and Mental Health)
http://www.camh.net/About_Addiction_Mental_Health/Drug_and_Addiction_Information/about_tobacco.html

**If at any time you are looking
for help for anyone you know
or yourself on any of these
topics you can contact:**

1 800 668 6868

KIDS HELP PHONE

<http://www.kidshelpphone.ca>

About Marijuana (Centre for Addiction and Mental Health)

http://www.camh.net/About_Addiction_Mental_Health/Drug_and_Addiction_Information/about_marijuana.html

What's With Weed?

<http://www.whatswithweed.ca/weed>

Health Canada Not4Me Campaign

<http://not4me.ca>

Appendices

APPENDIX A:

Project ACT – The Play: Scene by Scene Breakdown

Scene 1

Halie, Rick, Shona and Gavin prepare for school. The chorus speaks as the voice of their bodies as they awake early in the morning for school. The characters introduce connections between mind and body and the challenges they face when trying to prioritize them.

Scene 2

Halie, Rick, Shona and Gavin – the Student Initiative Committee (S.I.C.) – meet to discuss planning a student health initiative in their school. Halie, who spearheads the meeting and is sincerely interested in developing a project, is met with disinterest from the rest of the committee. The disinterest of the group and lack of structure causes an unsuccessful meeting. Gavin rejects Rick's attempt to help the S.I.C. by saying his idea is "stupid". Shona remains focused on magazines and her clothing. When Shona leaves to purchase a new pair of slim fitting jeans Rick makes a joke that she is getting fat. Rick delivers the comment thinking it is funny, however he does not consider that Shona may interpret it differently.

Scene 3

Shona speaks to her mirror and pleads for it to tell her she is not fat. She views herself in the mirror as overweight. Shona struggles with an internal dialogue between the voices of Rick saying she is fat and Halie saying she is not. Shona insists to the voices of Halie and Rick that she is indeed fat. Shona is emotionally overwhelmed by the chaos occurring in her mind. The Chorus chimes in to encourage her to find support and Shona calls Halie and says that this time she will help with the student health initiative.

Scene 4

Gavin asks Halie to go on a date. Halie rejects Gavin, claiming she is not his “type”. Gavin is very interested in video games while Halie is interested in developing a student health initiative in their school. Gavin goes home and the Chorus explains that he copes with his rejection by playing video games. Video games become a source of comfort and control for Gavin. While Gavin experiences a low self-esteem in many areas, video games are something he can win at and experience a positive sense of self. Gavin provides an example of the cycles of behaviour and actions due to self-esteem issues.

Scene 5

Gavin visits his grandma. His grandma entices Gavin by providing many unhealthy foods like cinnamon buns and ice cream. Feeling upset about his rejection by Halie, he wonders if he is overweight. His grandma tells him that this is ridiculous since it is a trait in the family for the men to be big. Gavin says that his father always yells at him that he eats too much. As Gavin attempts to tell his grandma what is upsetting him, she ignores his concerns and continues to encourage him to eat as a way to feel better. Gavin is receiving two different messages from his grandma and father about food that result in negative associations with food. People have different feelings about food that affect their choices in addition to a variety of cultural and traditional influences.

Scene 6

Halie attempts to reunite the Student Initiative Committee. As Halie invites Rick, Shona, and Gavin to a meeting we learn that Rick gets kicked off of the basketball team due to being high at practice. Halie and Shona end up being the only members of the S.I.C. who meet. As they meet, Shona reveals that she is trying to lose weight. Halie attempts to convince her friend that food is necessary for living. By using the word “stupid” Halie is not careful of her language when she responds to Shona’s self-perception and attitude toward food. Shona reveals that she believes everybody hates her. Halie tries to convince her otherwise and they eventually move on to planning their student health initiative. They decide to make a list of things that are problematic in their school.

Scene 7

Rick remains injured and is watching television. The character on the screen, a beautiful woman, appears to Rick and speaks directly to him. This sexualized woman questions Rick's masculinity in order to convince him that he should buy the beer she is selling. She, a form of media, also equates alcohol with being cool and being happy. This scene deals with how certain factors in a person's life, such as Rick's knee injury, can create negative feelings for a person in their everyday life. These negative feelings can lead to substance misuse in order to find some "promised happiness" or to numb emotions.

Scene 8

Halie and Shona visit their principal to request that he assist with planning a student health initiative in the school. They are not prepared with an action plan and do not have reasonable evidence to show why this initiative is important. Instead, they only present him with a list of possible activities that they would like their school to undertake. He listens to their requests, but it is clear that he is not really taking them seriously. The Chorus comments on the difficulties of negotiating change.

This scene introduces the issue of accessibility that can be a barrier for youth to make healthy choices. For example, students are restricted to what the school institution provides them for food (e.g. vending machines with chips and pop).

Scene 9

After 25 years, we meet the cast again at a high school reunion. Each character provides a glimpse of how present choices affect the future and that there are consequences to our actions. Gavin, Rick, and Shona experience negative outcomes to their choices in high school while Halie continues to live a healthy, happy life. We learn that Gavin has developed diabetes and has continued to overeat. We learn that Rick has developed problems with substance use and his family has disintegrated as a result. Halie explains that she is working in communities where food security and hunger are severe issues. We discover that Shona dies as a result of restrictive eating.

APPENDIX B:

Helpful Lesson Plans and Activities for Teachers and Students

Healthy Eating

The resources below are from external organizations that include lessons plans and classroom activities on the topic of healthy eating.

Menu of Choices

http://www.menuofchoices.ca/curriculum_links.cfm

This website provides lesson plans for grades 1-8 along with background information, strategies and assessment tools for teachers. Each grade has approximately three or four clear and detailed lesson plans with links to curriculum expectations. Topics such as healthy body weight, family, culture, and media influences, allergies, body image, and individual preference are discussed in the lesson plans.

*Dave's ESL Café (*NOTE* use of ESL is in the process of changing to ELL)*

<http://www.eslcafe.com/>

This website is an excellent resource for teachers who would like to find activities for ELL students within the classroom. There are also great links for students to gain a better understanding of the English language, including student forums.

Safe Healthy Schools

<http://www.safehealthyschools.org/healthyeating/HealthyEatingGatewayTable.htm>

This website provides an extensive list of lesson plans for all grades. There are lesson plans that discuss the social issues connected to healthy eating choices. Some areas that are addressed in the lesson plans are: body image, belief systems, food labels and advertisement, eating disorders, allergies, and the role of food production in society.

Ontario Agri-Food Education Inc.

<http://www.oafe.org/Default.aspx?tabid=77>

This website provides detailed lesson plans for all grades and includes information and facts, assessment and evaluation, accommodation strategies for students, and activity handouts. Lesson plans for grades 7-10 primarily focus upon achieving balanced choices while also covering topics such as body image in the media, how to create a balanced menu, how to read food labels, and looking critically at nutrition in the media.

The Student Body: Promoting Health at Any Size

http://research.aboutkidshealth.ca/thestudentbody/module_healthyEating_step3.asp

This website provides teacher resources and facts along with possible classroom activities and lessons that tackle issues of healthy eating through role-play, comic strip creations, and true/false questionnaires. Although these lesson plans are structured for up to grade 6 they can be easily adjusted for grades 6-9.

Titanium Chef Online

http://titaniumchef.ca/en/pages/teachers_and_parents_single/why_it_works/

This website is an online interactive educational game that requires student access to computers. This Flash-based role playing game was developed specifically for Canadian children in grades 6 to 8 and used in Canadian schools to teach Canada's Food Guide. Included in this site are teacher materials and backgrounds guides as well as information for parents.

Physical Activity

The resources below are developed by external organizations and include lessons plans or classroom activities on the topic of physical activity.

Healthy Schools Ontario: Daily Physical Activity

<http://www.eworkshop.on.ca/edu/dpa/sc01.cfm?fontsize=10>

This is an interactive website that provides physical activities for teachers to use within their classrooms. The activities are structured for grades 1-3, 4-6, and 7-8. The website provides animated and video examples of the physical activities that can be done within the classroom and at various places around the school. The activities are created to promote an active lifestyle that is healthy and engaging for the students.

Heart and Stroke Foundation

http://www.heartandstroke.on.ca/site/c.pvl3leNWJwE/b.3581605/k.9330/For_Teachers.htm

This is an excellent website that provides a variety of lesson plans and activities for teachers from junior kindergarten to grade 8. Each grade consists of about four different lesson plans that discuss healthy lifestyle choices. This is an excellent resource for drawing connections between healthy eating, physical activity and substance misuse. Lessons incorporate other issues such as body image, self-esteem, and relationships that encourage students to uncover deeper connections between the topics.

Public Health Agency of Canada: Canada's Physical Activity Guide to Healthy Active Living

<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pag-gap/cy-ej/pdf/yth-teachers-guide-eng.pdf>

This teacher's guide provides information for teachers along with planned activities that encourage a physically active lifestyle for students within school, outside, and at home. Activities range from quick in-class exercises to physical activities that require a full day's class. This guide also provides ways to incorporate physical activities within certain subject areas such as English.

Physical Activity Strategies and Information

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

This government document outlines ways to implement physical activities within the classroom and how to motivate students to invest themselves into the activities. The document highlights the benefits of daily physical activity and how to safely incorporate it within and outside the classroom. The document also includes mini plans for activities that can be done in the classroom, the gymnasium or outside. Most of the activities are structured in a way that teachers can adapt them to the subject matter being covered in class.

Ophea: Activ8

<http://www.ophea.net/programs-services/more-resources/activ8>

This is a free curriculum based, physical activity challenge program that helps youth of all abilities to develop their fitness and skill levels. There are eight pre-planned lessons for each grade from kindergarten to grade 8. These lessons include warm-ups, cool-downs and a variety of fun physical activity challenges that are geared to engage all students regardless of ability and skill level.

Substance Misuse Prevention

The resources below include lessons plans or classroom activities on the topic of substance misuse prevention developed by external organizations.

Centre for Addiction and Mental Health: Educating Students about Drug Use and Mental Health

http://www.camh.net/education/resources_teachers_schools/drug_Curriculum/

The Centre for Addiction and Mental Health (CAMH) has developed lesson plans in English and French that meet the expectations of the substance use and misuse component of the new Grade 1-10 Ontario Health and Physical Education Curriculum. Lesson plans deal with identifying influences and effects of substance use, peer pressure, media influences, and decision making skills.

Safe Healthy Schools

http://www.safehealthyschools.org/alcohol_drug_reduction/alcohol_drug_reduction_table.htm

This website provides an extensive list of lesson plans that cover a wide range of topics regarding substance misuse prevention. There are lessons from kindergarten to grade 12 that can be connected to various subject areas. In addition to lesson plans, there are several links for teachers to find additional information on specific topics regarding substance misuse prevention.

Ophea: Take Action

<http://www.ophea.net/programs-services/more-resources/take-action>

Take Action is a free resource that includes an elementary school program as well as a secondary school reference guide. The elementary school program supports young people to make healthy lifestyle choices and develop problem-solving and decision-making skills. The elementary resource consists of four cross-curricular components, which include easy-to-use lesson plans and rubrics that link to the Ontario Health and Physical Education curriculum.

American Council for Drug Education

<http://www.acde.org/educate/Lessons.htm>

This website offers clear and easy to follow lesson plans for all grades. The grade 7-8 lesson plan is geared towards an English class studying Mark Twain's novel "Tom Sawyer." The lesson emphasizes the role of peer pressure within the novel and relates it to the role peer pressure has on individuals when making decisions about substance use.

Tobacco Free Schools

http://www.tobaccotoolkit.ca/Tobacco_free_schools/index.htm

This website provides several ideas as to how to teach students about the effects of tobacco smoke. The activities suggested can assist teachers in creating lesson plans around the topic.

APPENDIX C:

Helpful Resources and Organizations

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|-------------------|
| PHYSICAL ACTIVITY |
|-------------------|

Province-Wide:

Accessibility for Ontarians

<http://www.accesson.ca>

Government of Ontario's Active 2010

<http://www.active2010.ca>

Ontario Ministry of Education

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

Active Living Alliance for Canadians with a Disability

<http://www.ala.ca/content/home.asp>

Public Health Agency of Canada's Physical Activity Guides

<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pag-gap/downloads-eng.php>

Ophea: Healthy Schools Healthy Communities

<http://www.ophea.net/about-us>

Ottawa:

Physical and Health Education Canada

<http://www.cahperd.ca/eng/>

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| HEALTHY EATING |
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Province-Wide:

Eat Right Ontario

<http://www.ontario.ca/eatright>

Anaphylaxis Canada

<http://www.anaphylaxis.org>

National Eating Disorder Information Centre

<http://www.nedic.ca>

Dove: Campaign for Real Beauty

<http://www.dove.ca/en/default.aspx#/cfrb/educators/>

Teach Nutrition

<http://ontario.teachnutrition.org/home.aspx>

Canada's Food Guide

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

Ophea: Healthy Schools Healthy Communities

<http://www.ophea.net/about-us>

Ottawa:

Just Food

http://www.justfood.ca/projects_students_for_farming.php

Thunder Bay:

St. Joseph's Care Group: Youth with an Open Mind

<http://www.youthwithanopenmind.com/contact.htm>

Thunder Bay District Health Unit: Nutrition Resources for Schools

<http://www.tbdhu.com/HC/Nutrition+Resources+for+Schools.htm>

Toronto:

FoodShare

<http://www.foodshare.net/school01.htm>

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| SUBSTANCE MISUSE PREVENTION |
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Province-Wide:

About Alcohol (Centre for Addiction and Mental Health)

[http://camh.net/About Addiction Mental Health/Drug and Addiction Information/about_alcohol.html](http://camh.net/About%20Addiction%20Mental%20Health/Drug%20and%20Addiction%20Information/about_alcohol.html)

About Tobacco (Centre for Addiction and Mental Health)

[http://camh.net/About Addiction Mental Health/Drug and Addiction Information/about_tobacco.html](http://camh.net/About%20Addiction%20Mental%20Health/Drug%20and%20Addiction%20Information/about_tobacco.html)

About Marijuana (Centre for Addiction and Mental Health)

[http://camh.net/About Addiction Mental Health/Drug and Addiction Information/about_marijuana.html](http://camh.net/About%20Addiction%20Mental%20Health/Drug%20and%20Addiction%20Information/about_marijuana.html)

Alcohol Policy Network

<http://www.apolnet.ca>

Council of Drug Abuse

<http://www.coda.ca>

Long Live Kids

<http://longlivekids.ca/hello.html>

What's With Weed?

<http://www.whatswithweed.ca/weed>

Ontario Drug Awareness Partnership

<http://www.odap.org>

FOCUS Resource Centre (CRC)

<http://www.frcentre.net>

Youth Assisting Youth: The Youth Mentoring People

<http://yay.org/index.html>

Health Canada Not4Me Campaign

<http://not4me.ca>

Ottawa:

Canadian Centre on Substance Abuse

<http://www.ccsa.ca/Eng/Pages/Home.aspx>

OCRI: Substance Abuse & Youth in School Coalition

<http://www.ocri.ca/education/saysc.asp>

Toronto:

Ontario Public Health Association

http://www.opha.on.ca/programs/youth_engage.shtml

Parent Action on Drugs

<http://www.parentactionondrugs.org/index.php>

APPENDIX D:

Statistics

Healthy Eating

- ✎ 1 in 4 adolescent females in Ontario (13-18years) report engaging in at least one symptom of an eating disorder (Jones et al. 2001).
- ✎ 25% of male and 30% of female children (10-14years) are dieting to lose weight despite being within a healthy weight range (McVey et al. 2002, McVey et al. 2005)
- ✎ 15 - 22% of boys and 10 - 13% of girls (grades 6-10) believe that their body is too thin (PHAC, Healthy Settings for Young People, 2008).
- ✎ 4% of obese students (grades 6-10) believe they are too thin (ibid).
- ✎ 75% of obese students (grades 6-10) believe they are too fat (ibid).

- 62% of young people (grades 6-10) of normal weight feel that their body is about the right size (ibid).

Physical Activity

- Only 12% of Canadian youth are meeting Canada's guidelines of 90 minutes of physical activity a day for healthy growth and development (Active Healthy Kids Canada, 2010).
- In grade 6, 55% of boys and 53% of girls participate in school sports (ibid).
- In grade 12, 41% of boys and 27% of girls participate in school sports (ibid).
- 35% of kids cited peers as a reason they enjoy physical activity and sport (ibid).
- 1 in 5 students in Ontario are overweight or obese (PHAC, Healthy Settings for Young People, 2008).
- 57% of students with an average grade of 85% or higher are active five days or more per week for 60 minutes or more (ibid).
- 40% of students with grades less than 50% are physically active five days or more a week for 60 minutes or more (ibid).

Substance Misuse

NOTE: The following statistics are taken from the 2009 Ontario Student Drug Use and Health Survey (OSDUHS), administered by the Centre for Addiction and Mental Health (CAMH). "Students" refers those in grades 7 through 12 unless otherwise noted.

- 1 in 8 students between grades 7 and 12 smokes cigarettes.
- 21% of young people in this same age range demonstrate hazardous levels of drinking placing these youth at risk for accidents and injuries.
- 58.2% of students reported using alcohol in the past 12 months.
- 25.6% reported using cannabis in the past 12 months.
- 17.8% of students used prescription opioid pain relievers (codeine, Percocet, Percodan, Demerol, or Tylenol #3) for non-medical purposes.
- 11.7% report smoking cigarettes in the past year.
- 5-7% students reported using hallucinogens (LSD, Mushrooms), stimulants, and over the counter cough and cold medicine (Robitussin).
- Less than 5% of students use other drugs such as crystal methamphetamine, heroin and Rohypnol.
- 3% of students use cannabis daily.
- 17% males and 14% females report getting drunk or high at school.
- Students in grades 10, 11, and 12 are mostly likely to report getting drunk or high at school (21-26%).

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