

Learn. Disrupt. Rebuild @HWDSB: BUILDING A COMMUNITY OF CARE

Module 1: Physical & Mental Health and Safety

Lesson # 2: Looking After Ourselves

Learning Goal: To understand our active role in keeping others safe by keeping ourselves safe.

Key Vocabulary:

- **Droplet Transmission** - Some diseases can be transferred by infected droplets contacting surfaces of the eye, nose, or mouth. This is referred to as droplet contact transmission. Droplets containing microorganisms can be generated when an infected person coughs, sneezes, or talks.
- **Immunosuppression** - When the body's immune system is unable to fight infections and other diseases.
- **Physical Distancing** - (previously referred to as social distancing) measures are approaches taken to minimize close contact with others in the community. The measures that are being used include the following: Asking everyone to avoid crowded places and non-essential travel; Maintaining a two-metre separation from others when outside of the household; Avoiding common greetings, such as handshakes; Encouraging persons at high risk for severe illness from COVID-19 to stay home unless necessary.

Educator Pre-Reflection:

Before engaging in this lesson, consider/think about...

- When was the last time you felt ill? What services did you access? How long did you take to recover? In the era of the COVID-19 pandemic, feeling ill with COVID-19 or feeling ill in general, looks very different. Some families can only access their doctor through Telehealth Ontario. Some families have mixed feelings going to local hospitals, compounded by worries of healthcare inequities. We have drive-thru testing centers, and hotels dedicated to quarantine/isolation.
- Other colleagues, students, and families are navigating other complex daily concerns. Some of our students or colleagues may have immune suppression or chronic health conditions. Others may be living with those with cancer, tuberculosis, or HIV. Similarly, our families may be navigating the safety of students who have exceptionalities, such as determining which support networks to limit access to in order to prevent close contact or determining a safe physical distance plan for school.
- According to the World Health Organization (2020), COVID-19 virus is primarily transmitted between people via respiratory droplets and contact routes. Droplet transmission occurs when a person is in close contact (within 1 metre) with an infected person and exposure to potentially infective respiratory droplets occurs (World Health Organization, June 2020). Though a person may look and feel healthy, physical distancing measures and face-covering recommendations are in place to protect ourselves and others in our community. What protective measures are important to you?

Student Pre-Reflection:

Before you begin, think about...

- If you are primarily isolating at home, how are you staying connected with friends, family members, or caregivers? How are you taking care of your physical health?
- If you are leaving your home to go to school, work or to see friends and family, how are you taking care of yourself in public?
- Reflect on some ideas to keep physically active in small spaces or while inside. Why is it important to move your body?
- You may need to review Physical Distancing Requirements again. Review this fact sheet by Public Health Ontario regarding physical distancing: <https://www.publichealthontario.ca/-/media/documents/ncov/factsheet/factsheet-covid-19-guide-physical-distancing.pdf?la=en>

Provocation / Minds-on:

Teaching Prompt: “What are the signs and symptoms of COVID-19?”

Before engaging in discussion, remind students that there are COVID-19 “Screening Signs” for symptoms or travel events at school and several public places/spaces (see example below). This is the link to the HWDSB student Screening Documents in English and various translations:

<https://www.hwdsb.on.ca/about/covid19/student-screening-translated-documents/>

For school, it is important to complete the screening tool daily for the safety of ourselves and others.

STOP COVID-19

DO YOU HAVE ANY OF THE FOLLOWING?

COMMON SYMPTOMS:

- Fever (temperature of 37.8 C or greater)
- Shortness of breath
- New or worsening Cough

OTHER SYMPTOMS OF COVID-19:

- Sore throat
- Loss of taste or smell
- Difficulty swallowing
- Nausea/vomiting, diarrhea, abdominal pain
- Runny nose, or nasal congestion – in absence of underlying reason such as seasonal allergies or post nasal drip
- Chills
- Headaches
- Croup
- Conjunctivitis (pink eye)

Have you had close contact with someone who has been diagnosed with COVID-19 or had close contact with a confirmed case of COVID-19 without wearing appropriate PPE in the last 14 days?

Have you had contact with anyone with acute respiratory illness who travelled outside of Canada in the last 14 days?

IF YOU ANSWERED YES TO ANY OF THESE QUESTIONS, GO HOME & SELF-ISOLATE RIGHT AWAY. GET TESTED FOR COVID-19.

hamilton.ca/coronavirus

HAMILTON REOPENS

When engaging in discussion with the students, you may want to ask:

- How are the signs and symptoms of COVID-19 similar to the common cold? Flu?
- What assessment tools can you access to determine if you might need medical care?

- Where is the closest COVID-19 Assessment Centre to you?
- If you fall ill with COVID-19, what should you do at home? At school?

Learning Task/Activity:

Teaching Prompt: “How much screen time is too much screen time [for teenagers?]”

Last semester, we spent a lot of time behind a phone or computer screen to connect with friends, pass the time, and complete school requirements. Facilitate a discussion with some ideas:

- Estimate how many hours per day students were on their phones during the pandemic.
- Since Hamilton began to re-open, has your screen time decreased at all?
- Does screen time affect child and youth development? Why?
- Does screen time affect our self-esteem and self-confidence? Why?

To look after ourselves, we are engaging in physical distancing, which means avoiding close contact with others (both healthy and vulnerable). According to the City of Hamilton, physical distancing also means staying home as much as possible, avoiding large gatherings, and coordinating get-togethers virtually. Looking after ourselves also means engaging in opportunities that support our physical self, our mental self, emotional self, and our social/spiritual self too.

Choose one of the following to complete for the learning task, and show your teacher once completed:

1. **2 Minutes of Doing Nothing** – During the global pandemic, our screen time usage considerable increased. Take time to do “nothing”; to put down your phone, and quiet your mind. This website, <http://www.donothingfor2minutes.com/>, helps you do exactly that (you may have to refresh the page if you touch your mouse/ keyboard or touch pad)!
2. **Write a letter of thanks to a teacher (e-mail)** - For just over three months, our classes transitioned to distance learning. Collectively, we all worked hard to adapt to learning through screens and MS teams. Use this time to write a thank you note to a teacher for supporting you during distance learning.
3. **Create a physical activity plan for your room** - Moving your body is important to do to look after yourself. Think about the layout and items in your room. Using web resources, determine a physical activity plan for 20 minutes in your room.

Try this resource: [Everything Gets Better When You Get Active \(Participation.com\)](https://www.participation.com/)

Ideas for Follow up / Discussion:

- **The Why Behind Changing Guidelines:** There is much confusion about face-masks and face-coverings. Amid the stay at home orders at beginning of the global pandemic, guidelines for face-masks were not as comprehensive as they are now. University of California San Francisco explores the science behind face-masks and examines the world’s response.
<https://www.ucsf.edu/news/2020/06/417906/still-confused-about-masks-heres-science-behind-how-face-masks-prevent>

- **Accessing Information:** What language are we primarily accessing information about the novel coronavirus? English? French? Where can we locate information for English Language Learners? Those who are visually impaired? Those who are hearing impaired or hard of hearing? The Provincial Health Services Authority has a playlist of an American Sign Language interpreter relaying important information. Discuss as a class the importance of accessibility to important information.
https://www.youtube.com/playlist?list=PLWC86RnHk60DYDX02L_v4tYlgMe-bKzMB

Educator Post-Reflection:

The main idea I want to remember or take away from this lesson is ...
I am feeling...

Student Post-Reflection:

I am feeling...

Further Resources:

- [Brains On Podcast: Staying Home: How Social Distancing Helps Fight Coronavirus](#)
- [10 Tips for Teen Campaigns to Curb the Coronavirus](#)
- [Houghton Mifflin Harcourt: Teach Kids about Flattening the Curve on Coronavirus](#)

Curriculum Connections:

The lessons included in **Learn. Disrupt. Rebuild@HWDSB** align with the [Ontario Curriculum](#) across several subject areas, as articulated within the [Considerations for Program Planning](#) (i.e., front matter) applicable to all curriculum documents, Grades 1 to 12. Educators must consider this information to guide the implementation of curriculum and in creating the environment in which it is taught. These considerations include areas such as Student Well-being and Mental Health; Healthy Relationships; Human Rights, Equity and Inclusive Education. Outlined below is the specific language that has been used to align Learn. Disrupt. Rebuild@HWDSB with the Ontario Curriculum across several secondary subject areas.

<https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

The Arts (2010)

HEALTHY RELATIONSHIPS AND THE ARTS

Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community (p.36).

Canadian and World Studies - (2018/2015)

HEALTHY RELATIONSHIPS AND CANADIAN AND WORLD STUDIES

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community (p.47/p. 53).

Classical Studies and International Languages (2016)

HEALTHY RELATIONSHIPS AND CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted (p.46).

Cooperative Education (2018)

HEALTHY RELATIONSHIPS AND COOPERATIVE EDUCATION

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships - the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted (p. 60-61)

French as a Second Language (2014)

SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN

Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. (p.3)

Health and Physical Education (2015)

HEALTHY RELATIONSHIPS AND HEALTH AND PHYSICAL EDUCATION

Mental health concepts are included within all content areas of the Healthy Living strand. The focus in this strand is on promoting and maintaining mental health, building an understanding of mental illness, and reducing stigma and stereotypes. (p. 42).

Social Sciences and Humanities (2013)

SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN

Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

The Role of Mental Health: Mental health touches all components of development. Mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom (p.6).

Technological Education (2009)

Health and Safety in Technological Education

Teachers are responsible for ensuring the safety of students during technology lab, shop, and classroom activities. Health and safety issues must also be addressed when learning involves cooperative education and other workplace experiences (see p. 39). Teachers need to encourage and motivate students to assume responsibility for their own safety and the safety of others, and they must help students develop the knowledge and skills needed for safe participation in all technology-related activities. For these reasons, teachers must model safe practices at all times and communicate safety expectations to students in accordance with school board policies and procedures, Ministry of Education policies, and Ministry of Labour regulations.

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