



## **LIVE WELL, TAKE ACTION: AMBASSADOR PROGRAM FOR EAST ASIAN YOUTH**

### **PROGRAM OVERVIEW**



#### **Associations:**

**ALPHA Education**

**Chinese Canadian National Council - Toronto Chapter (CCNCTO)**

#### **Co-Project Managers:**

**Judy Cho, ALPHA Education**

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### **Program Description**

As a proactive measure, this project utilizes interactive activities and culturally relevant examples and stories to engage East Asian youth in understanding how one's wellness has a significant impact on self, relationships, and one's positive contributions to society.

### **Program Goal**

To enhance the lives of East Asian youth by fostering civic participation and greater awareness in positive well-being.

### **Program Structure**

- 8 weekly workshops at the host secondary school
- 120 minutes per workshop, held after school
- 15 participants per school
- Appropriate for Grades 9 - 12

### **Participant Expectations**

Throughout this program, participants will:

- Demonstrate positive social behaviours that help foster a safe learning environment
- Demonstrate an understanding, through participation and discovery, of topics on self, culture and mental health
- Analyze the influence of self, culture and mental health on personal development
- Apply knowledge and skills to program activities and project planning
- Take risks to challenge oneself and others
- Develop and revise a group project plan

### **Group Project**

By the end of this program, participants will:

- Implement a group project plan outside of program duration that advocates for a current issue impacting East Asian communities
- Apply their skill sets throughout their project implementation
- Assess their understanding of the topics covered, as well as the program's impact on their personal development
- Earn volunteer hours for their program participation
- Receive a certificate of completion for the efforts

Participants will focus on developing the following skill sets:

| Skill Sets  |   |
|---|---|
| <b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• Communication skills (verbal/non-verbal)</li> <li>• Relationship and social skills</li> <li>• Public speaking</li> </ul> | <b>Critical Thinking Skills</b> <ul style="list-style-type: none"> <li>• Reflection/Evaluation</li> <li>• Inquiry skills</li> <li>• Power dynamics discourse</li> </ul> |
| <b>Community Building Skills</b> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Conflict resolution</li> <li>• Civic engagement</li> </ul>                                  | <b>Wellness</b> <ul style="list-style-type: none"> <li>• School/work-life balance</li> <li>• Self-care/coping skills</li> <li>• Mental health awareness</li> </ul>      |

*Note: These skill sets are based on the Living Skills from the Ontario Grades 9 to 12 Health and Physical Education (2015) curriculum. Curriculum connections are presented in the following page.*

Participants will focus on exploring the following knowledge areas:

| Knowledge Area  |  |   |
|---|--|---|
| Self  | Culture  | Mental Health   |
| Self-esteem, self-awareness<br><br>Personal development/self-reflection<br><br>Civic responsibility as an active citizen (ex: youth rights)<br><br>Identity and intersectionality | Connection to ethnic/racial identity<br><br>Navigating between bi- or multi-cultural identities<br><br>Influence of cultural norms and dominant discourses<br><br>Stereotypes and its effects<br><br>Current issues (ex: immigration, acculturation, generational differences, lack of representation, bamboo ceiling, etc.)<br><br>History (ex: Asia, Canada, traditions, etc.) | Well-being<br><br>Healthy relationships/social circles<br><br>Mental health awareness/stigma<br><br>Self-care/coping mechanisms |

*Note: These three areas reinforce one another and are based on overall expectations from the Ontario Grades 9 to 12 Health and Physical Education (2015) curriculum, as well as the Ontario Grades 9 to 12 Social Sciences and Humanities (2013) curriculum. Curriculum connections are presented in the following page.*

## Ontario Curriculum Connections

| Ontario Grades 9 to 12 Social Sciences and Humanities (2013) curriculum  |   |
|--|---|
| Grade 11 Equity, Diversity and Social Justice (HSE3E)  | Grade 12 World Cultures (HSC4M)   |
| <p><i>Overall Expectations:</i></p> <p><b>A1. Exploring:</b> Explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research;</p> <p><b>B1. The Social Construction of Identity:</b> Demonstrate an understanding of how identity is socially constructed and internalized, and of the impact of social norms and stereotypes;</p> <p><b>B2. Power Relations:</b> demonstrate an understanding of the dynamics of power relations in various social contexts;</p> <p><b>B3. Social Awareness and Individual Action:</b> demonstrate an understanding of the impact individual action can have on equity, social justice, and environmental issues, and of how the media can create awareness of these issues;</p> <p><b>C1. Ethnocultural Diversity in Canada:</b> describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country;</p> <p><b>C2. Equity and Social Justice in Canada:</b> demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues;</p> <p><b>C3. Social Activism:</b> demonstrate an understanding of how social activism can be used to support equity and social justice objectives;</p> <p><b>D1. Respecting Diversity:</b> demonstrate an understanding of how to interact successfully in settings characterized by diversity, including school, workplace, and community settings, and ways to promote respect for diversity in these settings;</p> <p><b>D2. Human Rights, Equity, and Antidiscrimination:</b> demonstrate an understanding of their rights and responsibilities relating to equity and human rights, and of how to appropriately address situations involving discrimination, harassment, and the denial of rights;</p> <p><b>D3. Social Action and Personal Engagement:</b> design, implement, and evaluate an initiative to address an equity or social justice issue.</p> | <p><i>Overall Expectations:</i></p> <p><b>A1. Exploring:</b> explore topics related to world cultures and/or cultural groups, and formulate questions to guide their research;</p> <p><b>B1. Understanding Culture:</b> demonstrate an understanding of the elements and functions of culture and of the nature of cultural influence;</p> <p><b>B2. Cultural Dynamics:</b> analyse how cultural identities are socially constructed, preserved, transmitted, and transformed;</p> <p><b>C2. Cultural Expressions in Context:</b> analyse specific cultural expressions and a range of factors that can affect them;</p> <p><b>C3. Contributions and Influences:</b> assess the contributions to and influence on various cultures/societies, including Canada, of a diverse range of ethnocultural groups and individuals from those groups;</p> <p><b>D1. Power Relations:</b> demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures;</p> <p><b>D2. Policies and Issues:</b> demonstrate an understanding of past and present policies and issues affecting cultural diversity in Canada, and compare approaches to such policy in Canada with those in other countries.</p> |

## Ontario Curriculum Connections

| Ontario Grades 9 to 12 Health and Physical Education (2015) curriculum   |  |  |
|--|--|--|
| Grades 9-12 Healthy Active Living Education (PPL10, PPL20, PPL30, PPL40) Strand C  | Grade 11 Health for Life (PPZ3C)   | Living Skills Expectations (From the Grades 9-12 Healthy Active Living Education)  |
| <p><i>Overall Expectations:</i></p> <p>C1. Demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p> | <p><i>Overall Expectations:</i></p> <p>A1. Explain how personal factors and individual health practices or behaviours influence personal health;</p> <p>A2. Explain how social factors influence personal health;</p> <p>A3. Demonstrate an understanding of various environmental factors that influence personal health.</p> <p>B1. Demonstrate an understanding of the concept of personal wellness, the factors that influence it, and ways of maintaining and enhancing it</p> <p>C1. Demonstrate the ability to assess the quality of health information and use credible health information to make informed decisions and take appropriate action about matters affecting their health;</p> <p>C2. Demonstrate an understanding of the components of healthy communities and the factors that affect and sustain health within them;</p> <p>C3. Demonstrate the ability to influence and support others in making positive health choices.</p> | <p><i>Personal Skills (PS):</i></p> <ul style="list-style-type: none"> <li>• Self-awareness and Self-monitoring Skills</li> <li>• Adaptive, Coping and Management Skills</li> </ul> <p><i>Interpersonal Skills (IS):</i></p> <ul style="list-style-type: none"> <li>• Communication skills (verbal/non-verbal)</li> <li>• Relationship and Social Skills</li> </ul> <p><i>Critical and Creative Thinking (CT):</i></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Processing</li> <li>• Drawing Conclusions/Presenting Results</li> <li>• Reflecting/Evaluating</li> </ul> |

### Facilitator Expectations

Throughout this program, facilitators will:

- Provide a safe environment for participants to express themselves and engage in personal development
- Use culturally relevant and responsive approaches (ex: consideration of cultural norms)
- Support participants with exploring various topics through inquiry
- Connect participants to resources for further learning
- Mentor participants throughout the development of group projects
- Arrange outlets (ex: large scale events) for participants to share group projects

### Facilitator Approaches

Throughout the planning, implementing and evaluating of the program, facilitators intend to use the following approaches as guidelines:

- Experiential
- Critical pedagogy (emphasis on critical thinking)
- Dialectical (emphasis on dialogue)
- Critical multiculturalism
- Liberation (emphasis on action and reflection, leading to transformation)
- Multilevel:



Figure 1 Multilevel approach (re: 2010-11 Full-Day Early Learning - Kindergarten Program)