



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

PROGRAM OVERVIEW



Associations:

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

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 Personal development/self-reflection Civic responsibility as an active citizen (ex: youth rights) Identity and intersectionality | Connection to ethnic/racial identity Navigating between bi- or multi-cultural identities Influence of cultural norms and dominant discourses Stereotypes and its effects Current issues (ex: immigration, acculturation, generational differences, lack of representation, bamboo ceiling, etc.) History (ex: Asia, Canada, traditions, etc.) | Well-being Healthy relationships/social circles Mental health awareness/stigma 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>A1. Exploring: Explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research;</p> <p>B1. The Social Construction of Identity: Demonstrate an understanding of how identity is socially constructed and internalized, and of the impact of social norms and stereotypes;</p> <p>B2. Power Relations: demonstrate an understanding of the dynamics of power relations in various social contexts;</p> <p>B3. Social Awareness and Individual Action: 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>C1. Ethnocultural Diversity in Canada: describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country;</p> <p>C2. Equity and Social Justice in Canada: demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues;</p> <p>C3. Social Activism: demonstrate an understanding of how social activism can be used to support equity and social justice objectives;</p> <p>D1. Respecting Diversity: 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>D2. Human Rights, Equity, and Antidiscrimination: 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>D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an equity or social justice issue.</p> | <p><i>Overall Expectations:</i></p> <p>A1. Exploring: explore topics related to world cultures and/or cultural groups, and formulate questions to guide their research;</p> <p>B1. Understanding Culture: demonstrate an understanding of the elements and functions of culture and of the nature of cultural influence;</p> <p>B2. Cultural Dynamics: analyse how cultural identities are socially constructed, preserved, transmitted, and transformed;</p> <p>C2. Cultural Expressions in Context: analyse specific cultural expressions and a range of factors that can affect them;</p> <p>C3. Contributions and Influences: 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>D1. Power Relations: demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures;</p> <p>D2. Policies and Issues: 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"> • Self-awareness and Self-monitoring Skills • Adaptive, Coping and Management Skills <p><i>Interpersonal Skills (IS):</i></p> <ul style="list-style-type: none"> • Communication skills (verbal/non-verbal) • Relationship and Social Skills <p><i>Critical and Creative Thinking (CT):</i></p> <ul style="list-style-type: none"> • Planning • Processing • Drawing Conclusions/Presenting Results • Reflecting/Evaluating |

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)