



Equipment	Paper, pencils, computers/laptops, access to the internet
Learning Outcome	Demonstrate critical thinking skills to compose a document using forward thinking strategies and justify points by researching credible information.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students about how to identify credible information sources online. Students can consider factors such as the date of the information, scope of the information, and if the information comes from a trusted expert. Invite students to choose an issue such as climate change, smoking, or mental health and find 2-3 facts from trusted experts or sources.



Activity Description

If utilizing a flipped classroom approach, remind students to use the research skills they applied before the activity. If not utilizing a flipped classroom approach, provide students with an overview of how to identify credible information sources online. Share with students that when doing research online, they should consider factors such as the date of the information, scope of the information, and if the information comes from a trusted expert.

There are many negatives as a result of the pandemic but there have been some benefits discussed. Ask students to think about the future without Covid-19. Invite them to write about something that they feel will be a benefit for the world as a result of the pandemic. Examples include better care for the environment, a renewed sense of understanding of the importance of spending quality time with friends and family, more awareness for the importance of supporting small businesses, etc. Challenge students to find credible sources to support their points by conducting online research.

Once students have completed writing their individual responses, they can share what they wrote in small groups or a class discussion.

Emotional Well-Being Competencies



THINK

Develop cognitive skills and strategies that facilitate self-management, decision-making, and relationship skills.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate responsible decision-making, self-awareness, and social-awareness.



Reflection Questions

Reflection is important to support learning for emotional well-being. Consider asking students the reflection questions below and discuss the answers together.

- *How does thinking positively support your mental health?*
- *How did the research strengthen your writing?*



Observing Learning Outcomes

Consider the following when observing student learning:

- Is the student able to successfully conduct research from credible sources?
- Does the student demonstrate an understanding of utilizing forward thinking strategies?
- Is the student able to successfully share their thoughts and opinions with their peers?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[A Responsibility to Be Human](#)