



Materials	Markers, pens, pencils, paper, other creative designing tools if available
Learning Outcome	Describe factors that can and cannot be controlled about a chosen habit and create a space that incorporates these factors to support starting or stopping the habit.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and encourage them to use their own materials (markers, pens, etc.).

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, provide students with the *How Does My Environment Shape My Behaviour?* content at the end of this activity and ask them to read it and choose a personal habit and consider what they can and cannot control in relation to this habit.



Activity Description

If utilizing a flipped classroom approach, review what students read about in the *How Does My Environment Shape My Behaviour?* content. If not utilizing a flipped classroom approach, provide students with the content provided at the end of this activity and have them read it on their own or review it together. Ask students to list different habits and have them consider what they can and cannot control in relation to this habit. This can be done as a whole class or in small groups with each group considering a different habit.

Alone or with a peer, ask students to choose a habit to either start or stop (e.g., starting being physically active, stop vaping, etc.). Once students have chosen a habit, ask them to use what they have learned about how environments shape their habits and design their ideal space to support them with starting or stopping the habit. Encourage students to think critically and creatively about where the space is, what is in the space, and who is in the space. Provide them with 20-30 min to brainstorm and design their space on a piece of paper.

Following the design process, ask students to share their designs with the class or in small groups and describe the following:

- What they designed
- Where the space is
- Who is in the space
- Why they chose to design this
- How this will support their habit

Consider challenging students to actually create some elements of the space to support starting or stopping their habit. Check in with them a week or two later and discuss if they feel the updated environment is helping them.

Healthy Living Competencies



THINK

Develop cognitive skills and strategies that facilitate knowledge about healthy habits, health risk situations, and the short-term and long-term effects of their health choices.



FEEL

Develop affective skills and strategies that facilitate healthy living for themselves, others, and their community.



ACT

Practice behavioural skills and strategies that facilitate choices, actions, and habits for healthy living.



Reflection Questions

Reflection is important to support learning. Consider asking students the following questions and discuss the answers together.

- Do you think it would be easier to control what is in the space or who is in the space in relation to the habit you chose?
- Which do you think is easier – designing a space to start a good habit or designing a space to stop a bad habit?



Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to successfully describe and differentiate factors about habits that can be controlled and not controlled?
- Does the space the student design include at least two elements that will support starting a good habit or stopping a bad habit?
- Is the student able to describe their space and detail why and how this will support their habit?

Learning Extension (Optional)

Ask students to use the information they have learned about how to design a space to support a habit, and have them design a space (or spaces) inside or outside of the school to support those with stopping the habit of commercial tobacco use.

Students can approach their student council or school administrators to inquire about the potential of designing some of these spaces.

How Does My Environment Shape My Behaviour?

The physical environment is an important driver of healthy habits and behaviour change. Your habit cravings are often triggered by cues in your daily surroundings. For example, at school, if the cafeteria only served tacos and french fries, and you chose to eat cafeteria food most of the time, you would probably eat more tacos and french fries rather than consuming anything else because tacos and fries are readily available and easy to access every day. In this way, our everyday environments play a critical role in our decision-making. Knowing this, it's equally as important to understand what is within your control to change and what is outside of your control to change when it comes to your environment.

To continue thinking about your school environment, there are many things that can be within your control as a student. For example, you can choose who you spend your time with while at school, what you do with your free time, and where you spend your free time.

However, there are also things that remain outside of your control. For example, you can't control who your teachers will be, when something will happen that will stress you out, or when you can leave the school grounds. Understanding what you can't control allows you to focus on what you can control. You can then focus on making changes to the elements of your environment that you can control, to work towards decreasing unhealthy behaviours. Simply put, it's important to own what you can control and let go of what you can't.

From *Exploring Habits, Smoking and Vaping*