

3.5 Thinking Traps: Assess

How does this relate to the curriculum?

Subject	Learning Outcome	Lesson Application
<p>Health & Physical Education</p>	<p>A1.5. Social-Emotional Learning Skills, Self-Awareness and Sense of Identity: Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p>	<p>Thinking traps perpetuate negative cycles of self-criticism, degrade students' self-esteem, and contribute to intense feelings of anxiety, shame, and worthlessness. These results interfere with learning and building positive relationships. This lesson asks students to become more aware of their thinking habits and actively change their thoughts to better serve themselves, their friendships, and their community.</p>
<p>Health & Physical Education</p>	<p>D1.5. Healthy Living, Mental Health Literacy: Demonstrate an understanding of the inter-connections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health.</p>	<p>After learning about 9 common thinking traps and how these habits of thinking keep students stuck in negativity, students identify how they can challenge and change their negative thoughts to create an environment that is more conducive to their health and wellbeing.</p>
<p>Language, Media Literacy</p>	<p>1.2. Understanding Media Texts, Making Inferences/ Interpreting Messages: Interpret media texts, using overt and implied messages as evidence for their interpretations.</p>	<p>Using an animated song, students learn the 5C's for combatting thinking traps. As a class, students analyze and practice the song, before using the foundational understanding derived from the song's chorus to complete the worksheet.</p>
<p>Character Development</p>		<p>Teaching students how to control and manage their thoughts and feelings, and helping students engage in this conversation, inevitably creates a safer, more connected learning environment that enhances student engagement and success.</p>



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Assessment of Health and Physical Education Learning Outcomes

Expectation	Level 1	Level 2	Level 3	Level 4
	The Student:			
Understanding [D1.5, A1.5]	Demonstrates limited understanding of thinking traps and the 5 C's	Demonstrates some understanding of thinking traps and the 5 C's E.g. Answers some parts of the questions and shows some understanding of how to apply the 5 C's to their personal example	Demonstrates considerable understanding of thinking traps and the 5 C's E.g. Answers the questions on the worksheet and shows they are connecting the 5 C's to their personal example	Demonstrates thorough understanding of thinking traps and the 5 C's E.g. Answers the questions in great detail and shows in depth self-reflection

Assessment of Language Learning Outcomes

Expectation	Level 1	Level 2	Level 3	Level 4
	The Student:			
Application & Knowledge [1.2]	Applies limited knowledge of the 5C's when completing the worksheet	Applies some knowledge of the 5C's when completing the worksheet E.g. Completes some parts of the worksheet and discussion participation demonstrates a growing understanding of the material	Applies considerable knowledge of the 5C's when completing the worksheet E.g. Completes the 5C's worksheet and engages in the discussion by asking questions and explaining their thinking	Applies strong knowledge of the 5C's when completing the worksheet E.g. Meticulously completes the 5C's worksheet and engages deeply in the discussion by adding personal insight

