



CANADA'S CENTRE
FOR DIGITAL AND
MEDIA LITERACY

Ontario Health Curriculum 9-12: Media and Digital Literacy Connections

Media and communications technology play an important role in a student's health and physical education, for better or for worse. The new [Ontario Health and Physical Education curriculum](#) provides a spring board to start discussions related to health and media literacy.

In the 9-12 curriculum, most media and digital literacy resources connect best to the *Healthy Living* strand. See our [Digital and Media Literacy Outcomes for Ontario](#) to see how each lesson connects with overall and specific expectations for each grade.

Related Resources

Selected lessons:

[Alcohol on the Web](#) Students explore issues surrounding the marketing of alcoholic beverages on the Internet.

[Cyberbullying and the Law](#) Students learn about and discuss the legal aspects of cyberbullying.

[Don't Drink and Drive: Assessing the Effectiveness of Anti-Drinking Campaigns](#) Students explore a variety of anti-drinking and alcohol awareness campaigns in order to determine their effectiveness.

[Gambling in the Media](#) This lesson looks at the increasing prominence of gambling in the media, particularly movies and television.

[Gender Messages in Alcohol Advertising](#) Students think critically about culturally inherited gender stereotypes, and explore how stereotypes about men and women are promoted and reinforced through the images and messages in alcohol ads.

[I heard it 'round the Internet: Sexual health education and authenticating online information](#) Students consider the use of the Internet as a research tool and learn how to use search engines more effectively, then apply these new found skills to investigating popular myths about sexuality and contraception.

[Online Gambling and Youth](#) Students look critically at how gambling is portrayed in media, in comparison to its reality, and to consider how that portrayal affects how people perceive the risks and rewards of gambling.

[Promoting Ethical Behaviour Online: My Virtual Life](#) Students explore how they are portrayed online through their own content and content posted or shared by others, and research tools for controlling access to their online content.



[Selling Tobacco](#) Students explore how tobacco advertising has evolved over the past sixty years.

[Tobacco Labels](#) Students consider the effectiveness of health warning labels on tobacco products by looking at different warning labels from around the world and Canada's new visual warning labels.

[The Impact of Gender Stereotypes](#) Students learn to develop their own critical intelligence with regard to culturally inherited stereotypes and to the images presented in the media - film and television, rock music, newspapers and magazines.

[The Pornography Debate: Controversy in Advertising](#) Students consider the difficulty in determining the sometimes very fine lines between erotica, freedom of expression, and sexual exploitation and become familiar with guidelines for making these distinctions.

[Understanding Cyberbullying: Virtual vs. Physical Worlds](#) Students explore the verbal and visual cues that we rely on to understand how other people are feeling. They then consider the differences between online and offline communication and discuss how these differences may make it difficult to understand the effect our words and actions have on others online.

Interactive resource:

[MyWorld: A digital literacy tutorial for secondary students](#) (licensed resource): This tutorial aims to teach students essential digital literacy skills through simulating their favourite online experiences. Each of the four chapters focuses on a particular aspect of digital literacy: researching and authenticating online information, managing privacy and reputation, dealing with online relationships and using digital media in an ethical manner.

