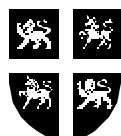


Healthy Living 1200



GOVERNMENT OF
NEWFOUNDLAND
AND LABRADOR
Department of Education
Division of Program Development

A Curriculum Guide
2002

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SECTION I: PROGRAM OVERVIEW AND RATIONALE

Program Overview

Today, health is defined as an active concept, as a resource for society and for individuals.

—The 10th Anniversary of the Ottawa Charter for Health Promotion and Achieving Health for All (1996)

Healthy Living 1200 provides opportunities for students to examine and reflect on issues that affect their health and well-being. They will examine health indicators and health practices, apply research skills to the investigation of relevant health topics, consider the determinants of health, explore activities that improve life skills and enhance capability to positively affect health and well-being in four key areas: Active Lifestyles, Healthy Eating, Controlling Substances, and Personal Dynamics.

The curriculum builds on knowledge, attitudes, and skills developed in health, home economics and physical education at primary, elementary and intermediate levels. It is intended to be a platform to other, more advanced courses in physical education and family studies in Levels II and III.

Healthy Living 1200 is a broad-based, multi-disciplinary curriculum that encourages students to take responsibility for their lives by acting conscientiously in the present, and by establishing positive health practices that enhance lifelong health.

Rationale

It is the growing belief that any future advances made in improving the nation's health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual's health-related attitudes, beliefs, and knowledge.

— American Medical Association

Numerous studies, documents, and reports provide evidence for a high school curriculum that focuses on a comprehensive range of skills and behaviours needed to maintain and enhance health. The vision of health is shifting from an illness model focusing on curative health care to one which focuses on the factors that create and maintain health and prevent disease. It is now recognized and accepted that a number of key factors influence the health status of people. These key factors are commonly referred to as the determinants of health:

- biological endowment or basic genetic makeup, which provide a wide range of individual responses that may predispose individuals to particular diseases and disorders;
- lifestyle or individual responsibility issues such as use of alcohol and drugs, gambling, smoking, eating habits and physical activity, as well as coping skills and the effect of early prenatal and early child development;
- socioeconomic factors such as income, education and social status;
- healthy public policy or those decisions or actions intended to have a positive effect on the health of people;
- environmental factors, such as the quality of air and drinking water as well as safety issues;
- health services system or those services designed to maintain and promote health, prevent disease, treat illness and restore health or functioning. (Source: *Community Health Core Programs*, Department of Health and Community Services, 1997.)

CONTEXT FOR TEACHING AND LEARNING

Meeting the Needs of All Learners

The learning environment must respond to and respect a variety of learner needs and abilities and be conducive to the incorporation of a range of strategies that encourage and support learning. Subject area framework or foundation documents provide guidelines for meeting the needs of all learners. [See *A Curriculum Framework for Physical Education: Adjusting the Focus* and *Home Economics /Family Studies Foundation (Draft)*.]

The classroom environment should:

- foster personal and social skill development,
- recognize and support individual differences,
- enhance self-esteem,
- encourage differing opinions,
- promote sharing,
- foster a sense of security and belonging, and
- promote respect and caring.

The Teaching and Learning Process

Instruction and learning approaches should focus on: prevention, not treatment; empowerment, not the transfer of information; the development of skills, not learning about skills.

Learning activities should fully engage the learner and place responsibility on the learner to:

- demonstrate personal progress,
- acquire and demonstrate capability and efficacy as a result of a personal baseline assessment,
- practise and acquire skill sets, and
- develop and implement action plans aimed at personal improvement.

The learning process allows students to:

A. *Expand Awareness and Understanding*

1. Assess what they know and how they feel about the issue being examined.
2. Research the issue and get the facts.

Suggested Resources and Strategies: anonymous questions, classroom/school displays, community groups and organizations, professionals, newspapers, magazines, television, videos, the internet, diagrams and charts, games, field trips, research, health fairs, individual and small group presentations, demonstrations, lectures, group and panel discussions, product and service analysis, surveys and inventories, rating scales, cooperative small group learning.

B. *Determine Meaning and Impact*

3. Engage in learning activities that take them beyond the facts, that are action-based and that allow them to experience and analyse an issue for personal relevancy.
4. Determine their skills and abilities.
5. Determine what resources and skills they need to acquire.

Suggested Resources and Strategies: personal assets inventory and assessment, movement, collages, models, product and service analysis, drawings, skits, role plays, drama, videotaping, creative writing, brainstorming, group and panel discussions, debates, cooperative small group learning, role modeling, behavioural rehearsal (practising an anticipated response), peer coaching and supports, simulations, demonstrations, self-reflection, surveys and inventories, case studies, checklists.

C. *Make Choices and Develop an Action Plan*

6. Based on information, attitudes, skills, needs, wants, goals and values, design and carry out a personal plan of action to incorporate personal strengths, limitations, opportunities and challenges.

Suggested Resources and Strategies: self-reflection, personal analysis, case studies, personal contracts, peer coaching and support, rating scales, product and service analysis, time lines, and action plans.

D. *Evaluate and Follow-up on Action Plans*

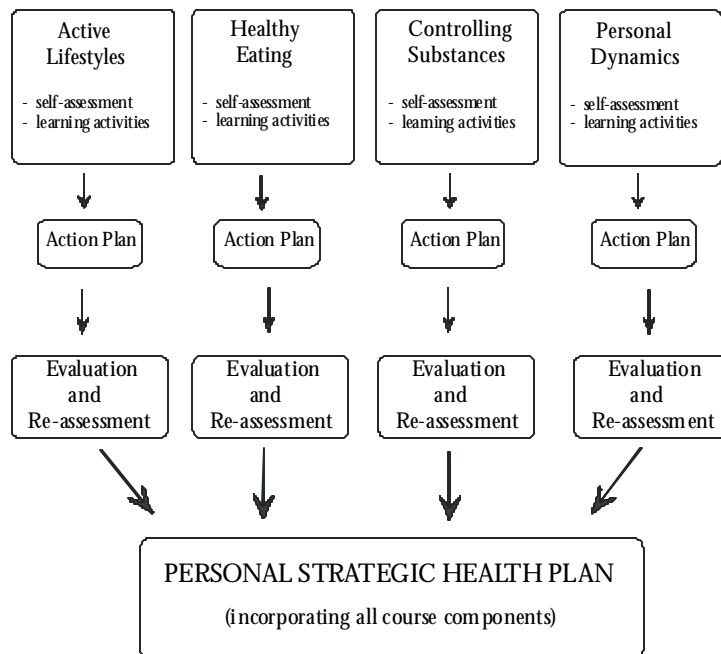
7. Reflect on, evaluate and revise action plans.
8. Incorporate experiences and learnings in a personal strategic health plan that encompasses all aspects of healthy living.

Suggested Strategies: self-reflection, personal analysis, product and service analysis, case studies, personal contracts, rating scales, time lines, action plans, strategic health plan.

This course promotes evidence-based decision making and its application to personal health maintenance and enhancement. Students can be engaged in the assessment and enhancement of their own health and well-being.

Personal Strategic Health Plan

Learning activities provide students with the opportunity to explore an issue and determine its personal meaning and relevance. Once they have expanded their knowledge base, recognized personal assets and strengths, and identified skills they need to acquire, they are ready to develop a personal Action Plan. Students do this for each component of the course. At the end of the course, students should be able to demonstrate the ability to develop a Personal Strategic Health Plan for maintaining and enhancing health and ensuring continuous, lifelong learning.



Implementation Issues

Many factors need to be considered regarding the planning and delivery of a course. The following are suggestions for the implementation of *Healthy Living 1200*.

Time Allocations

The course is designed for 120 instructional hours. It is recommended that 30 - 45 % of class time be allocated to physical activity. This can be through regularly scheduled time slots or by integrating physical activity into the components of the course throughout the year.

Though the course is made up four components, teachers may choose to combine outcomes from one or more components.

Where To Start

At the outset, teachers could ask students to generate a list of their expectations for the course: what they expect to learn and do. This will help establish participatory, interactive student involvement and the incorporation of everyone's ideas.

Making Curriculum Connections

The order in which course components are implemented is an individual decision. It may be based on a number of factors such as access to resources, piggybacking with other school and/or community events, and student preferences or needs. Curriculum connections can be made across components by combining specific curriculum outcomes in two or more components. This supports integrated thinking and approaches to problem solving. An example of cross component connections would be examining how a particular culture responds to issues related to each of the components of the course and how these issues influence Western culture.

It is important to make explicit for students the connection of this course to other courses and programs in high school. Examples would be programs such as physical education, family studies, art, technology education, career development and intramural programs. When making connections across disciplines, it is important to make those that are authentic, natural, and linked to the outcomes for the disciplines involved. A specific curriculum outcome from Healthy Living 1200 such as: *Critically analyse the media's portrayal of food and of eating practices*, could be grouped with a specific curriculum outcome for Art and Design 2200/3200, Graphic Arts Unit: *Demonstrate an understanding of the communicative aspects of visual language*. The product might be a multi-media presentation which demonstrates student abilities for the two outcomes in these courses.

Incorporating Movement

Incorporating the concept, *in, about, and through movement*, as described in *A Curriculum Framework for Physical Education: Adjusting the Focus*, is encouraged.

Throughout the course, it is important to use physical activity or movement to model its importance in daily living. This can be done by implementing a range of movement options from the simple, such as walking while discussing an issue or concept, to the more complex, such as demonstrating the intricate movements involved in cross country skiing.

Incorporating movement into components of the course that are not explicitly related to physical activity requires additional thought and planning. The following are some suggestions:

- A. Use simulation to demonstrate feelings associated with decreased ability as a result of using a substance. Have students:
 - i) cover their eyes with a material (such as a light scarf) that clouds or blurs vision and engage in activities such as: balancing on one foot and raising the other to the side; or hopping along a designated path/line drawn on the floor. Ask them to describe how it felt doing these activities.
 - ii) engage in a common sport such as basketball using a much smaller ball than normal. Discuss how this affected coordination and timing.

- B. Make movement an integral part of a class or small group activity. Have students:
 - i) walk to the interview site to conduct an interview.
 - ii) discuss healthy eating during a hike that includes appropriate portable foods.

- C. Schedule physical activity into the class timetable. Activity choices will depend on available resources, including time, facilities, and skills. Have students engage in:
 - i) Basic stretching routines,
 - ii) Warm-up and aerobic activities, and
 - iii) Walking.

Note: Teachers should read “Exercise Cautions”, Chapter 16, *Concepts of Physical Fitness* in preparation for implementing movement activities.

Effective Assessment and Evaluation

In the context of this curriculum guide, assessment is defined as measurement, the act of determining progress and achievement, while evaluation refers to making interpretations and judgements about student progress and achievement.

Evaluation and assessment are intended to determine performance in relation to the specific curriculum outcomes for the course. These outcomes provide the framework for teacher and student planning with respect to learning and are the basis for judging student progress and achievement. The course outcomes should be clearly communicated to students. Student self-assessment and peer evaluation can be better accomplished when outcomes are known and understood.

Connecting Teaching, Learning and Assessment

In Section III: Specific Curriculum Outcomes, there are specific suggestions for teaching and learning, as well as suggestions for assessment. Many of these suggestions can be interchanged and used either as learning activities or as assessment activities, or both.

The ability to design and develop action plans is pivotal to successful student achievement and should be used as one of the benchmarks in evaluating student progress. These action plans are integrated into each component of the course and students are asked to follow-up on and refine each plan as they move towards the development of a Personal Strategic Health Plan. The ability to develop action plans can be measured; however, evaluation of the implementation of the plan may not be possible.

Identifying the Activity

To check for skill acquisition, teachers should provide opportunities for students to practise and illustrate skills through such activities as role plays, individual or small group work, demonstrations, and case studies.

In planning for assessment the key question is: “What is the student expected to accomplish?” The answer to this question enables the teacher to choose or design appropriate means that allow the student to demonstrate learnings. The student will be expected to demonstrate knowledge, skills and abilities. The means can be multiple and varied:

- presentations
- producing videos
- writing essays or plays
- charting or graphing information
- locating and displaying information
- demonstrating a skill
- designing a product or plan
- drawing or graphing a concept, a process, or an idea

The choice of means will depend on available resources, including time and the types of learners and their strengths.

Setting the Criteria

At the outset, students need to know what is expected, what they must do and to what degree they must do it, what they must produce in order to demonstrate that knowledge has been gained and skills learned. The criteria must be specific and clear. Providing an example of the standard of work assists students in preparing for assessment.

Appendix 3 provides a few sample assessment tools that can be used by the teacher or student. Sample criteria are also suggested in the Suggestions for Assessment column, Section III of this curriculum guide.

SECTION II: CURRICULUM DESIGN AND COMPONENTS

Course Components

The four components of the course are:

- *Active Lifestyles*
- *Healthy Eating*
- *Controlling Substances*
- *Personal Dynamics*

Each component is divided into sections that focus on the following:

- impacts on general health and well-being
- relationship to the individual
- relationship to society
- influence of technology and the media
- career choices

Each component is organized so that students will have opportunities to:

- explore concepts
- identify factors affecting health
- explore and engage in a variety of activities
- analyse and evaluate products, programs, activities, and services
- determine individual skills and abilities
- determine factors that influence and effect behaviour change
- identify desired changes and required skills
- design a strategy to effect change
- evaluate and revise plans on an on-going basis
- continuously assess the issues and evaluate personal action plans
- develop a Personal Strategic Health Plan

Key Concepts, Skills and Abilities

Healthy Living 1200 focuses on a set of key concepts, skills, and abilities that are central to healthy growth and development. The intent is to assist young people in understanding these concepts, assessing their skills and abilities, and building on those that contribute to and support healthy behaviors, self-sustainability, and lifelong learning.

Health Maintenance and Health Enhancement

Health is necessary for growth, development, and learning. Healthy individuals are ready to learn and, in turn, are ready to contribute to the home, school, and community. Young people need opportunities to acquire knowledge, attitudes, values, beliefs and skills in order to develop health-enhancing practices.

Media and Technology

This course explores the role of the media and technology in contributing to, and detracting from, healthy living. In addition, the course encourages the application of media and technology in contributing to and furthering student learning.

Research

Sources of information include: school resource centres, the internet, newspapers, televisions, magazines, friends, family, professionals, community members, including groups and organizations.

Methods of gathering information can include: in-depth reviews of health issues; interviews carried out by students on a range of issues; self-administered questionnaires and surveys; literature searches.

Personal Assessment (CLASS)

It is useful for students to complete a baseline inventory in order to determine personal challenges, limitations, assets, strengths, and skills (CLASS). This CLASS analysis is part of the process of determining where they are with respect to issues or topics that affect health and well-being. It enables them to get a clear picture of themselves in relation to issues addressed in the course, and is the first step in identifying the skills and abilities that students wish to gain or improve upon throughout the course. This personal assessment or CLASS analysis is the basis for developing personal action plans and for evaluating progress. Time must be allowed at the outset to engage in this self-analysis. It is confidential and contains personal information and students should not be pressed to share (See Appendix 3, p. 102).

Movement

Movement opportunities can be incorporated into each component of the course or can be regularly scheduled in the time table. Attention should be given to student ability to integrate physical activity, an important contributor to well-being, into their daily routine. (See *Incorporating Movement*, p. 5.) Exposing students to opportunities to engage in a wide range of physical activities increases the likelihood of identifying those that match their physical, emotional, social, intellectual, and spiritual characteristics and needs.

Critical Thinking, Problem Solving and Decision Making

Students should be engaged in the assessment, promotion, and enhancement of their health and well-being. This requires critical and reasoned thought regarding health issues that impact their lives. An integral part of a learning process intended to lead to behavioural change, is the ability to solve problems: to generate reasonable approaches and strategies to eliminate or lessen problematic situations or circumstances. The result should be evidence-based decision making and its application to personal health maintenance and enhancement.

Goal Setting and Action Planning

A discussion of goal setting helps students realize the importance of setting goals that are realistic and attainable. The action plan for each component of the course is based on personal goals. It provides the opportunity for students to take stock of their current situation, make plans for the acquisition of new skills and the refinement of existing skills. Implementation of the action plan, its evaluation and follow-up, is a preamble to proposing and developing a personal strategic health plan that encompasses the four components of the course.

Harm Reduction: Risk-Taking and Resilience

Young people, as they move from childhood to emerging adulthood, need skills that reduce unnecessary risk and the potential of being harmed. In earlier developmental years, they were heavily sheltered by the adult population with respect to safety and protection from harm. In the natural course of growth and development, young people become more autonomous and self-sufficient. They move to a position of being able to take responsibility and action in the interest of their own safety. Skills critical to the maintenance of health and safety include:

- the ability to reduce unnecessary risk and the potential of being harmed by assessing the things they do;
- rating the degree of risk involved; and
- acting in a manner congruent with maintaining and enhancing health and well-being.

Throughout the course, students should be provided with opportunities to review and assess personal practices with respect to their risk potential. This kind of analysis is critical to the development of a personal plan of action and ultimately to healthy adulthood.

Personal and Social Skills

Personal and social skills include basic communication skills, stress management, as well as abilities to engage in strategies for negotiation and the resolution of disputes. Decision making and goal setting are included in this set of skills. This course promotes the acquisition and use of personal and social skills in the learning environment and, ultimately, throughout life. Social competence is necessary in successful interpersonal relationships at home, in the community and at work. Basic skills include being able to:

- express thoughts and opinions without detracting from the rights and feelings of others;
- refuse or say ‘no’ in a way that does not compromise relationships or place one at risk;
- cope with stressful situations;
- identify and work towards short- and long-term goals;
- come to consensus or reach reasonable compromise, and
- resolve disputes while leaving self-worth, and that of others, intact.

Lifelong Learning

Healthy Living 1200 is intended to help students acquire health-enhancing skills and abilities that can be applied throughout their lifetime. Health and well-being, in turn, contributes to one’s ability to engage in lifelong learning.

Essential Graduation Learnings

Essential Graduation Learnings (EGLs) are statements that describe the knowledge, skills and attitudes expected of all students who graduate from high school. They describe expectations not in terms of individual school subjects, but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across and through subject boundaries if they are to meet the changing and ongoing demands of life, work and lifelong learning. The Essential Graduation Learnings serve as the framework for the curriculum development process.

*The Essential Graduation
Learnings are:*

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Spiritual and Moral Development

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

**General Curriculum
Outcomes**

General Curriculum Outcomes (GCOs), general statements that describe the contribution of a subject area to the Essential Graduation Learnings, describe what students are expected to know, value and be able to do as a result of study in a subject area. Healthy Living 1200 links primarily to GCOs in three subject areas: Physical Education, Family Studies, and Health.

*General Curriculum Outcomes
for Physical Education*

Students will:

INMOVEMENT

1. Perform efficient, creative and expressive movement patterns consistent with an active lifestyle.

ABOUT MOVEMENT

2. Demonstrate critical and creative thinking skills in problem posing and problem solving related to movement.
3. Assess attitudes and behaviours during activity in relation to self, the class, the school and the community.

THROUGH MOVEMENT

4. Demonstrate socially responsive behaviour within the school and community.
5. Exhibit personal responsibility for the social, physical and natural environment during physical activity.
6. Exhibit personal development, such as positive self-esteem, self-responsibility, decision making, cooperation, self-reflection, and empowerment during physical activity.

*General Curriculum Outcomes
for Home Economics/Family
Studies*

Students will:

KNOWLEDGE AND UNDERSTANDINGS

1. Demonstrate an understanding of issues and challenges which impact the family.

SKILLS AND ABILITIES

2. Demonstrate the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.

ATTITUDES AND BEHAVIOURS

3. Be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.

*General Curriculum Outcomes
for Health*

Students will:

EMOTIONAL WELL-BEING

1. Apply knowledge and practise skills which foster emotional well-being.

NUTRITION

2. Demonstrate an ability to apply nutritional knowledge and decision-making skills to personal eating habits and food choices.

ACTIVE LIVING

3. Through active involvement, develop attitudes, skills and behaviours which contribute to active healthy lifestyles.

*PHYSICAL GROWTH AND DEVELOPMENT, HUMAN
SEXUALITY AND RELATIONSHIPS*

4. Demonstrate skills and behaviours which contribute to physical, emotional, and social growth and development.

SMOKING, ALCOHOL AND OTHER DRUGS

5. Understand the potential effects of substance use and the importance of being able to make decisions regarding what constitutes appropriate and inappropriate use of substances.

ENVIRONMENTAL HEALTH AND SAFETY

6. Demonstrate skills and behaviours which enhance personal safety, the safety of others, and the protection of the environment.

DENTAL HEALTH

7. Demonstrate knowledge, skills and behaviours which contribute to achieving and maintaining dental health.

SELF CARE

8. Demonstrate knowledge, skills, and behaviours that contribute to prevention and control of conditions which affect optimum levels of wellness.

CONSUMER HEALTH

9. Demonstrate knowledge, skills, and behaviours which contribute to reasoned decision making with respect to health-related products and services.

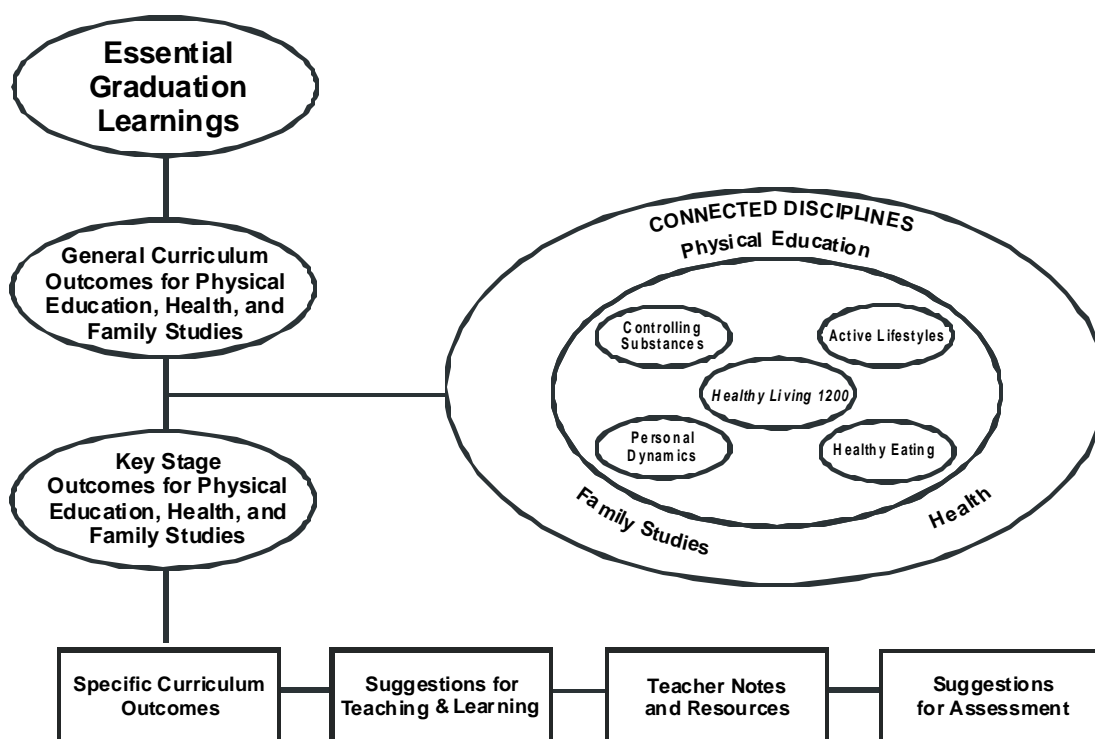
Key Stage Curriculum Outcomes

The Key Stage Curriculum Outcomes (KSCOs) identify what students are expected to know and be able to do at the end of high school. See appendices 5, 6 and 7 for the KSCOs for Physical Education, Family Studies and Health.

Specific Curriculum Outcomes

The Specific Curriculum Outcomes (SCOs) are statements that describe what students will know, value and be able to do as a result of study in *Healthy Living 1200*. The SCOs for each of the components of the course link to General Curriculum Outcomes for Physical Education, Home Economics/Family Studies, and Health which, in turn, link to the Essential Graduation Learnings. The Specific Curriculum Outcomes are listed and addressed in each of the components for the course: *Active Lifestyles, Healthy Eating, Controlling Substances, and Personal Dynamics*.

Program Design



SECTION III: SPECIFIC CURRICULUM OUTCOMES

Component: Active Lifestyles

ACTIVE LIFESTYLES

Titles

Specific Curriculum Outcomes [with identified links to GCOs and KSCOs in Physical Education (PE) and Health (H)]

Impacts of an Active Lifestyle

Identify and analyse the impacts of an active lifestyle on physical, social, emotional, intellectual, and spiritual well-being. (PE-GCO3, KSCO2; H-GCO3, KSCO1)

Identify the impact of active lifestyles on society and the environment. (PE-GCO3, KSCO4; H-GCO3, KSCO3)

Demonstrate an understanding of the impact of movement and physical activity on body image including self-esteem and self-confidence. (PE-GCO3, KSCO1; H-GCO3, KSCO1)

Demonstrate and use various forms of movement as a means of creative expression. (PE-GCO1, KSCO2)

An Active Lifestyle and You

Identify challenges in leading an active lifestyle. (PE-GCO3, KSCO2; H-GCO3, KSCO1)

Demonstrate the ability to make informed decisions concerning fitness issues pertaining to self, others, and the environment. (H-GCO3, KSCO2)

Demonstrate the ability to plan, organize, and implement cooperatively developed physical activities. (PE-GCO6, KSCO6; H-GCO3, KSCO2; GCO8, KSCO1)

Develop and implement a personal plan of action for an active lifestyle. (PE-GCO6, KSCO7; H-GCO3, KSCO2)

An Active Lifestyle and Others

Demonstrate positive social interaction such as respect and cooperation related to activity programs. (PE-GCO6, KSCO4)

Promote, support, and participate in socially responsive physical activity programs at the school and community level. (PE-GCO4, KSCO2)

Demonstrate appropriate etiquette, rules, and principles of fair play. (PE-GCO5, KSCO3)

Technology, the Media and an Active Lifestyle

Critically analyse the media's portrayal of fitness. (H-GCO9, KSCO1)

Demonstrate an understanding of the impacts of technology on individual and societal activity in relation to fitness. (H-GCO9, KSCO2)

Recognize and analyse how technological innovations influence fitness. (H-GCO9, KSCO2)

Life Choices and an Active Lifestyle

Identify careers associated with fitness and related fields. (PE-GCO2, KSCO6)

Demonstrate an understanding of the relationship between fitness and well-being and a range of career choices. (PE-GCO2, KSCO6)

IMPACTS OF AN ACTIVE LIFESTYLE

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Identify and analyse the impacts of an active lifestyle on physical, social, emotional, intellectual, and spiritual well-being.

Identify the impact of active lifestyles on society and the environment.

Demonstrate an understanding of the impact of movement and physical activity on body image including self-esteem and self-confidence.

Demonstrate and use various forms of movement as a means of creative expression.

1. Teachers could introduce the course by discussing the factors that determine health and then move on to a brief discussion of *lifestyle choices*, an aspect over which individuals have varying degrees of control. Following this, teachers could have students generate a wide-ranging list of health-related topics that are of interest and importance to young people. Students can work individually or in pairs to generate a short report on a topic from the list. Each report will contribute to a booklet that can serve as a resource as students generate personal action plans throughout the course and a Personal Strategic Health Plan near the completion of the course.
2.
 - a) As an introduction to the impacts of physical activity throughout the life cycle, teachers could have students generate a list of physical activities (sports, recreation, traditional classes) in which people often engage. They could group the activities by descriptors such as the following:
 - appeal to adolescents
 - appeal to adults
 - appeal to children
 - those that are inexpensive (no equipment, no fees)
 - those that are expensive (equipment, fees)
 - those that require specific skills
 - those that are seasonal
 - b) Teachers could refer to the article, “67 Ways to Get Physical” and compare the list in the article to that generated by the class.
3. Students should engage in individual or class “Fit Walks”. This activity demonstrates an alternative to traditional games as a means to improving personal fitness. To heighten awareness and interest, teachers could help students to determine resting heart rate, working heart rate, and target heart rate. They can monitor these rates during the walking activities. Also, while walking, students can discuss the impacts of walking and other physical activities on feelings, lifestyle, friends and family, society, and the environment.
4. To have students gain an appreciation of the physical effects of carrying added body weight, teachers could ask them to:
 - a) Engage in activities such as: walking flights of stairs, walking quickly, jogging measured distances, hopping or running on the

Teaching Notes and Resources

Background information on the Determinants of Health and suggestions for teaching and learning, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 58-65.

For a list of all specific curriculum outcomes, see pages 18-19, 38-39, 56-57, and 76-77.

Note: This course is about what individuals can do to affect their health and well-being. It is not about recall of information or about looking to the next big scientific advancement to ensure health. (See cartoon, *LIFECHOICES: Healthy & Well*, Student Resource p. 49.)

“67 Ways to Get Physical”, *LIFECHOICES: Healthy & Well*, Student Resource, p. 88.

Teachers should encourage students to note activities that could be incorporated into their Actions Plans. They could also remind students of the importance and value of sleep and rest. See *LIFECHOICES: Healthy & Well*, Teacher Resource, #2, pp. 63-65 and “Later Class Start Needed for Teens” and “Jump Start Your Morning”, *LIFECHOICES: Healthy & Well*, Student Resource, p. 2 and p. 4.

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 91-94, 99-100.

Canada's Physical Activity Guide to Healthy Active Living: www.paguide.com or 1-888-334-7969

Physical Activity Readiness Questionnaire (PAR-Q): www.hc-sc.gc.ca/hppb/paguide/parq.html

Health Canada Online: <http://www.hc-sc.gc.ca>

Throughout this component and where appropriate in other components, it is important to:

- model the importance of physical activity in daily living, and
- incorporate a range of physical activities from the simple (discussing a concept while walking) to the more complex (demonstrating the movements involved in cross country skiing).

Suggestions for Assessment

1. Through discussion, presentation or collage, students demonstrate the impact of factors such as family genetics, culture and economics on fitness and well-being.

2. Students promote the benefits of an active lifestyle through a brochure, radio ad, a poster or a fitness routine.

3. Students compare four athletes who have different body types. For example: sumo wrestler, female gymnast, a basketball guard, and a hockey defense man. Students could:

- a) Describe how their bodies are different.
- b) Outline the requirements for the sport in which each athlete participates.
- c) Describe how the body type of each athlete is useful/necessary for their sport and how it may be impractical to other sports or activities.
- d) Discuss and/or illustrate the aesthetic aspect of each sport.

4. Students create a physical activity routine by linking a variety of movements to music.

Possible criteria for evaluation:

- a) the routine is creative, expressive and/or efficient
- b) 3-5 minutes in length
- c) movement that focuses on at least 4 body parts, i.e., legs, arms, back, and shoulders.
- d) the flow of movement is smooth and continuous, not disjointed

Note: Students should be aware of these criteria in advance of planning and designing routines.

IMPACTS OF AN ACTIVE LIFESTYLE (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Teaching and Learning

Students will be expected to:

Identify and analyse the impacts of an active lifestyle on physical, social, emotional, intellectual, and spiritual well-being.

Identify the impact of active lifestyles on society and the environment.

Demonstrate an understanding of the impact of movement and physical activity on body image including self-esteem and self-confidence.

Demonstrate and use various forms of movement as a means of creative expression.

spot, or skipping. Note: It is important to choose a method of movement that would be practical in each teacher's particular setting and that is acceptable for the students with whom they are working. Teachers could have students record changes in breathing, pulse rate, and body temperature.

b) Add increments of 1, 2 (up to 8) kilograms of weight to their bodies, using, for example, a backpack with books. These backpacks should be carried on the front of the body. Students should record changes in breathing, pulse rate, and body temperature.

c) Identify differences and discuss their experiences.

5. a) Teachers could have students consider the physical, emotional, aesthetic and other dimensions of activities such as figure skating, aerobic dance, and alpine skiing. They could get the views and comments of individuals who are involved in these activities to determine the effects on lifestyle, self-esteem, self-confidence, and well-being.

b) Teachers could generate a list of activities that could be demonstrated by class members or resource people in the school or community. These activities could be scheduled for demonstration and/or participation by class members.

6. Teachers could ask students to identify community activities available in their area. Then select one activity and investigate it:

- How many months of the year can you engage in this activity?
- Are there yearly/monthly membership costs?
- Is equipment required? What is the cost of equipment?
- Are there tournaments? What is the registration and cost of travel, meals, accommodations?
- What are the benefits of this activity?

7. In small groups, students could discuss the following:

- a) benefits of active living
- b) excuses we use for not participating
- c) changes we can make to enable us to be more active.

Note: Teachers should have groups report to the class at the end of each discussion item before moving on to the next one.

8. Students could discuss the following myths:

"No pain, no gain" or "Women become masculine looking when they develop strength".

Teaching Notes and Resources

Note: To maximize learning, it is important to be sensitive to the feelings of students who may be uncomfortable with or sensitive about their weight or size.

Teachers could have students help prepare a file of community resource personnel. They could include information such as the following: name, title, business/association/department, phone and fax numbers, email and/or website address, mailing address, brief description or list of resources/topics.

Suggestions for Assessment**5. Reflection/Self-assessment:**

In preparation for creating a personal action plan, teachers could ask students to keep a record of:

- their daily physical activity;
- the kinds of physical activity they most enjoy; and
- the opportunities they have each day for physical activity.

Note: See “Reflection/Self-assessment”, Appendix 1, p. 98.

AN ACTIVE LIFESTYLE AND YOU

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Identify challenges in leading an active lifestyle.

Demonstrate the ability to make informed decisions concerning fitness issues pertaining to self, others, and the environment.

Demonstrate the ability to plan, organize, and implement cooperatively developed physical activities.

Develop and implement a personal plan of action for an active lifestyle.

1. a) Teachers should review the following terms: physical, social, emotional, and intellectual health and well-being.
 b) They could have students complete a personal baseline survey such as the “Physical Activity Questionnaire” in *Concepts of Physical Fitness* or the “Personal Assessment (CLASS) Survey” in Appendix 3.
 c) Teachers could have students reflect on their findings.
2. Through a daily physical activity log, teachers could:
 - a) Ask students to write and date an initial paragraph on how active they believe they are, how much time they devote to physical activity each week, and the types of activities in which they participate.
 - b) Ask students to keep a two-week daily log of physical activity. The record should include all forms of movement such as walking the dog, vacuuming the front room, and mowing the lawn.
 - c) Have students compare the log with their initial paragraph and reflect on the following:
 - their activity level;
 - whether or not they need to be more active;
 - how activity makes them feel (before, during and after);
 - obstacles that get in the way of an active lifestyle;
 - impact of an active lifestyle on factors such as school performance, work performance, rising medical costs, and the environment.
3. Students could stand in a circle and toss a ball from one person to another. When a student catches the ball, the teacher reads one of ten common excuses for not making physical activity part of the day. The student with the ball makes a response to address or refute the excuse and passes the ball to another student to do the same. The activity continues and new excuses are introduced as students run out of responses to the one being discussed.
4. Teachers could use the video from *Newfoundland Heart Health Leadership Manual* to illustrate how some Newfoundlanders and Labradorians have responded to the barriers to healthy living and how they have made changes in their lifestyle. They could discuss the process in making these changes and responding to the challenges. Are any of these issues relevant to student lifestyles?

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 26-29.

Concepts of Physical Fitness with Laboratories, Lab 1A, pp. L1-L2, pp. 14-15, Lab 3A, pp. L7-L8.

"Personal Assessment (CLASS) Survey", Appendix 3, p. 102.

Canada's Physical Activity Guide to Healthy Active Living, www.paguide.com or 1-888-334-7969

Health Canada Online: <http://www.hc-sc.gc.ca>
Note: The Healthy Living link deals with topics addressed in this course: Alcohol and Drug Abuse, Food and Nutrition, Mental Health, Physical Activity, and Smoking.

"But I Can't Because...", *LIFECHOICES: Healthy & Well*, Student Resource, pp. 62-63.

Newfoundland Heart Health Leadership Manual and video

Note: This resource manual and video also incorporates concepts of healthy eating and controlling substances.

1. Students develop and administer a questionnaire to determine the frequency of challenges to being physically active. Report on the results and make recommendations for addressing the documented challenges.

2. Students develop a display, presentation, or web page which highlights the benefits of physical activity. They should elicit viewer response to the display, presentation, or web page.

3. Students plan, organize, implement and evaluate a class or school event that profiles a number of activities which can contribute to an active, healthy lifestyle and which appeal to a range of student interests.

4. Students work individually or in small groups to design movement games or activities for implementation in class. They should include with their submission: duration, number of participants, and rules or guidelines for the game or activity.

5. Students could demonstrate the concept of risk reduction through:

- correct form and proper procedure for a specific movement,
- safe and proper use of a piece of equipment used in a physical activity or sport.

6. In pairs or small groups, students design posters to illustrate risk reduction in active living. Examples could include: wearing a helmet when bike riding, or using reflectors while jogging.

AN ACTIVE LIFESTYLE AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Teaching and Learning

Students will be expected to:

Identify challenges in leading an active lifestyle.

Demonstrate the ability to make informed decisions concerning fitness issues pertaining to self, others, and the environment.

Demonstrate the ability to plan, organize, and implement cooperatively developed physical activities.

Develop and implement a personal plan of action for an active lifestyle.

5. In small groups, teachers could have students plan a physical activity and implement with the class.
6. Risk Reduction: Teachers could discuss the benefits of risk reduction for individuals and society. They could identify activities and exercises that pose potential risk, point out cautions, and list alternatives; choose some of the identified activities and practise proper execution; and discuss how the activities relate to the major components of fitness and how they can contribute to personal health in the future. Where appropriate, teachers should make the suggested activities part of each class.
7. Teachers could have students read the articles, "Hockey Injuries" and "Death By Accident". Students should consider the issue of risk reduction and taking smart risks or calculated risks.
8. Students can set a goal of walking the distance that would take them to various places in the province. They should record the distances walked and chart them on a map of the province.
9. Teachers could have students perform athletic movements to music such as a right hand lay up without the ball, a volleyball spike or block. Then they could ask students to link a number of sport-related movements together to a piece of music.
10. Students could plan and organize physical activities for a specific setting, such as a hike. They should implement and evaluate the plan.
11. Teachers could examine and discuss scenarios from *Canada's Physical Activity Guide to Healthy Active Living*.
12. Teachers could have each student develop and implement a personal plan for an active lifestyle. Each student would document and assess his/her progress. Plans would be revised and up-dated as deemed necessary by the student.

Teaching Notes and Resources

Suggestions for Assessment

Teachers should encourage students to make risk reduction a part of personal action plans in this and in other components of the course.

Health Canada Online: <http://www.hc-sc.gc.ca>

“Hockey Injuries” and Death By Accident”, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 64-65 and 16-18.

LIFECHOICES: Healthy & Well, Teacher Resource, #s 6 and 7, p. 64; Background Information, pp. 64-65.

Canada’s Physical Activity Guide to Healthy Active Living, www.paguide.com or 1-888-334-7969

Concepts of Physical Fitness with Laboratories, Lab 17, pp. L49-L54.

Background Information for Action Plans, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 157-158, 163-165.

Note: Teachers should have students consider issues with time management when creating action plans.

7. Each student could write a brief report of the activity carried out in # 5 p. 26 and include suggestions for improvements to the plan and its implementation.

8. Students select articles about active lifestyles in which individuals who have taken specific actions that impact on health are depicted. Students should analyse these actions and comment on their effectiveness. Were the actions health enhancing? If not, what could have been done to make them so?

9. Students could create a brochure or small poster that identifies and promotes the benefits of physical activity suitable for peers. See *LIFECHOICES: Healthy & Well*, Student Resource pp. 24-30 for suggestions.

10. Teachers should evaluate student action plans for this component of the course. Note: The plan will be re-assessed and revised throughout the year. The Action Plan will constitute one part of the student’s Personal Strategic Health Plan.

AN ACTIVE LIFESTYLE AND OTHERS

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Demonstrate positive social interaction such as respect and cooperation related to activity programs.

Promote, support, and participate in socially responsive physical activity programs at the school and community level.

Demonstrate appropriate etiquette, rules, and principles of fair play.

1. a) Reflection/Self-assessment: Teachers could have students describe a healthy lifestyle activity in which they engage or plan to engage. They could talk about why they made the choice and how they feel about it.
- b) As an extension of the above reflection, the class can carry out a school survey to determine what makes a healthy school, what needs to be done in the school to make it a healthier place for students and staff. This can be done via video, audio, or written survey. Students can present the survey results to the School Improvement Committee and/or School Council for feedback and follow-up. As well, a copy could be given to the principal for submission to the Healthy Living 1200 teacher and class in the following year.
2. As a follow-up to the walking activity # 8, p. 26, students could seek support to plan and implement walking/environmental trails around the school and/or in the community. Students could be involved in the project depending on the nature of the work involved.
3. Teachers could have students bring a piece of their favorite music to class and have them incorporate various movements. These movements can be prescribed by the teacher or decided by students. They can work individually or in groups. Movements such as the following could be incorporated: landings, statics, locomotions, swings, springs or rotations.

Teaching Notes and Resources

LIFECHOICES: Healthy & Well, Teacher Resource, #6, p. 159.

Activity # 1b), opposite, can be introduced in this component. The focus should be on health and well-being in the broad sense. Planning and implementation of this activity can be carried out over an extended period of time with a plan to present the findings at a time when action can be considered by the recipients of the report.

This activity would work towards the intended outcomes of having students follow through on: 1) taking responsibility and acting conscientiously to support and enhance lifelong health (*Healthy Living 1200 Curriculum Guide*, p. 4), and 2) effecting policy decisions and actions that have a positive effect on health and well-being. (*Healthy Living 1200 Curriculum Guide*, p.5)

Canada's Physical Activity Guide to Healthy Active Living, www.paguide.com or 1-888-334-7969

Suggestions for Assessment

1. Students demonstrate how to prepare for an exercise activity and explain why these preparations are necessary.

Note: Discussion around particular exercises/sports and the appropriate warm-ups may be included.

2. Students design an information poster for a fitness class or sports activity.

3. In small groups, students create a game or activity for the class. This may include designated equipment and/or skills previously learned. They should implement the newly created game or activity.

4. Students select a sport or activity, suggest three warm-up and cool-down exercises for the sport or activity, and explain why they are appropriate.

5. International Focus: In groups of 3-5, students could select a country or region as the basis for research and presentation. In this Active Lifestyles component, students will: 1) examine the games, sports, dances, traditional events, and activities, and 2) demonstrate an activity from the country or region.

Note: There is a similar activity with a global focus in each of the other components.

Students complete reports of projects according to criteria such as:

- a range of examples are provided in number 1 above;
- examples are described or illustrated; and
- background information on the country or region is provided.

AN ACTIVE LIFESTYLE AND OTHERS (cont'd)**Specific Curriculum Outcomes (repeated)****Suggestions for Teaching and Learning***Students will be expected to:*

Demonstrate positive social interaction such as respect and cooperation related to activity programs.

Promote, support, and participate in socially responsive physical activity programs at the school and community level.

Demonstrate appropriate etiquette, rules, and principles of fair play.

4. Teachers could use a cooperative activity such as the human chain, the electric fence, or a basketball game to achieve social interaction. Any number of activities can be modified to be cooperative in nature.

a) Human chain: A group of students randomly join all hands together and try to “undo” themselves to form a circle without breaking the chain. This can be done initially in small groups of 5 - 6 students. After students grasp the concept, they could make the group larger and larger until it includes, if possible, the entire class.

b) Electric fence: Equipment needed for this activity is a symbol of a fence, such as two high-jump poles with a rope strung between them at heights that signify the distance of the top and bottom of the fence from the ground.

Mats can be placed on either side of the fence. Students have to work cooperatively to get group members over or under the fence. If a student touches the fence, he or she is “electrocuted”.

Make a rule that the same manoeuvre can only be used a set number of times, i.e., twice. It is important to stress safety: no running dives allowed without a crash mat and do not drop another student.

c) Basketball: During a game of basketball, enforce a passing rule where every person on a team must touch the ball before it is shot. This can be done in other activities as well. Students will move more on offense and the other team will learn to play defense, and passing will improve.

5. Teachers could distribute phrases or titles created by students and the teacher to small groups and have them act them out after one or two minutes of preparation time. Examples could include: water boiling, bus stopping, clothes drying, grass growing.

6. “What’s the News”: Students could collect and summarize recent newspaper or magazine articles about physical activity. They should include the date, title, summary and comment on the articles’ significance or impact. These can be presented in a “What’s the News” class.

Teaching Notes and Resources**Suggestions for Assessment**

Caution: Teachers must assess the situation and setting before making the decision to carry out this activity.

TECHNOLOGY, THE MEDIA AND AN ACTIVE LIFESTYLE

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Critically analyse the media's portrayal of fitness.

Demonstrate an understanding of the impacts of technology on individual and societal activity in relation to fitness.

Recognize and analyse how technological innovations influence fitness.

1. Teachers could have students compose a collage of fitness images portrayed by the media. They could explain what message(s) the collage sends. This can lead to a class discussion of such issues as: the media's portrayal of fitness, the accuracy of media portrayals, health issues surrounding pressures to conform to the images portrayed.

2. Project: Teachers could have students evaluate a fitness product such as an ab master, treadmill or running shoes. What do consumer reports say about this product?

3. Select a fitness/activity-related product for evaluation. Teachers could:

- a) Have students contact sports stores, sporting goods manufacturers or use the Internet to research product costs (include cost comparisons from a variety of sources) and what each product promotes (motorized, non-motorized, range of speed, range of elevation, motor size, etc.);
- b) Check consumer reports regarding the benefits/safety as well as other characteristics of the product(s); and/or
- c) Have students explain which one they would recommend for purchase and why.

4. Teachers could have students view a number of web sites that focus on active, healthy lifestyles. They could design an evaluation form for web sites that students could complete once they accessed a site. Teachers could ask students to devise a top ten list of favourite web sites promoting active lifestyles, sports, and fitness.

5. Students and teacher could visit a computer-enhanced sports facility to try out the equipment.

Teaching Notes and Resources

Resources: magazines, images from the Internet, or video clips from television or movies.

LIFECHOICES: Healthy & Well, Teacher Resource, #9, p. 38.

Additional suggestion: abtronic device, training centres, exercise balls.

Suggestions for Assessment

1. Students debate the effects of media images in movies, television, and magazine advertisements on participation in physical activities.
2. Students develop a plan for a media promotional campaign related to active lifestyles. What steps would they follow in its design? What factors are important to recognize in the design and implementation of such a campaign?

Suggested criteria for website evaluation:

1. Design (navigability, links clear, site offers interactivity, can find information easily, graphics interesting)
2. Content (information is useful, additional links/resources included, compares in content to similar websites, has reliable information)
3. Technical Elements (links work, graphics download quickly, can see print information within 30 seconds)
4. Credibility (email contact, last update included, names the host, links kept current)

LIFE CHOICES AND ACTIVE LIFESTYLES

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Identify careers associated with fitness and related fields.

Demonstrate an understanding of the relationship between fitness and well-being and a range of career choices.

1. Teachers could have students investigate a variety of careers in which physical fitness is a requirement and/or an asset. Examples include police officer, firefighter (paid or volunteer), recruiter for the Canadian Armed Forces, a corrections officer, aerobics instructor, cleaner, and entertainer (opera singer, violinist, acrobat, dancer).

2. Teachers could provide examples of and demonstrate the physical requirements for a number of careers. For example, firefighter: transporting a dead weight; aerobics instructor: sustaining a move or activity. Students could discuss the role of physical activity and fitness in career choice.

3. Teachers could have students use an Internet search engine to identify careers related to active lifestyles. As the students views sites, they could make a list of career possibilities.

4. As a class, students could generate a list of jobs and occupations in the recreation/active living field, then work in small groups to analyse the characterises and qualities of individuals who do these jobs.

Teaching Notes and Resources**Suggestions for Assessment**

CHOICES (occupational exploration program, consult with guidance counsellor)

LIFECHOICES: Healthy & Well, Teacher Resource, #17, p. 24.

1. Students demonstrate, through examples, an understanding of:
 - a) the implications of career choice on the development and maintenance of personal fitness; and/or
 - b) physical fitness requirements and safety in the work place.
2. Students could interview a professional regarding the following:
 - education and training
 - professional development
 - job responsibilities
 - job opportunities
 - related positions
 - why they chose their career
 - what they like most about the job

Component: Healthy Eating

HEALTHY EATING

Titles

Specific Curriculum Outcomes [with identified links to GCOs and KSCOs in Physical Education (PE), Health (H) and Family Studies: Foods and Nutrition (FS: FN)]

Food and Well-Being

Identify and analyse the impacts of eating practices on personal well-being. (H-GCO1, KSCO1; FS:FN-GCO1, KSCO3)

Critically analyse the contribution of healthy eating and good nutrition to aesthetic appeal: glowing skin, shiny hair, high energy. (H-GCO1, KSCO1; FS:FN-GCO1, KSCO2)

Evaluate health benefits/risks associated with eating practices. (H-GCO2, KSCO2; FS:FN-GCO1, KSCO3)

Critically analyse the impact of eating practices on the prevention and/or development of chronic health conditions. (H-GCO2, KSCO2; FS:FN-GCO1, KSCO3)

Food, Eating and You

Analyse personal eating practices. (H-GCO2, KSCO3; FS:FN-GCO1, KSCO1)

Identify challenges to healthy eating. (H-GCO2, KSCO1; FS:FN-GCO1, KSCO3)

Evaluate the relationship between physical activity and dietary requirements. (PE-GCO3, KSCO1; GCO2, KSCO2; FS:FN-GCO1, KSCO2)

Develop a personal eating plan which incorporates the recommendations of Canada's Food Guide to Healthy Eating and which takes into account cultural values and beliefs. (H-GCO2, KSCO3; GCO8, KSCO1; FS:FN-GCO3, KSCO3)

Food Security

Demonstrate an understanding of the factors underlying food sufficiency and their impact on healthy eating in self, family, and country. (FS:FN-GCO1, KSCO8)

Demonstrate an understanding of the factors affecting food security. (FS:FN-GCO1, KSCO8)

Identify the impact of eating practices on society and on the environment. (H-GCO6, KSCO1; FS:FN-GCO1, KSCO8)

**Technology, the Media and
Healthy Eating**

Critically analyse the media's portrayal of food and of eating practices.
(H-GCO9, KSCO1; FS:FN-GCO1, KSCO1)

Critically analyse how technological innovation influences eating practices. (H-GCO9, KSCO2; FS:FN-GCO1, KSCO6)

Life Choices and Healthy Eating

Identify careers related to food and eating. (H-GCO9, KSCO3; FS:FN-GCO1, KSCO10)

Identify skills required in various sectors of the food industry. (H-GCO9, KSCO3; FS:FN-GCO1, KSCO11)

FOOD AND WELL-BEING

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Identify and analyse the impacts of eating practices on personal well-being.

1. Teachers could have students identify factors that have influenced their eating behaviour. They should list these factors and indicate how strong an influence they have had on their current eating habits and on their nutritional status.

Critically analyse the contribution of healthy eating and good nutrition to aesthetic appeal: glowing skin, shiny hair, high energy.

2. Teachers could have students discuss the positive lifestyle approaches that make up the VITALITY message: *Enjoy eating well, being active and feeling good about yourself.*

Evaluate health benefits/risks associated with eating practices.

Critically analyse the impact of eating practices on the prevention and/or development of chronic health conditions.

3. Students could survey the traditional foods of the local population, analyse the findings, publish and distribute them. They should comment on the contribution of local foods to healthy eating; identify local produce, wild game and berries that support healthy eating; and where appropriate, provide some suggestions for modification of eating practices and lifestyles choices.

4. To have students gain an appreciation of the effects of eating breakfast, teachers could include breakfast eaters and non-breakfast eaters in the following activities:

A. i) For 2 days, students refrain from eating breakfast and keep a record of how they feel (energy level, attention span, etc.) at regular intervals throughout the day. They should also keep a record of any foods/snacks eaten up to the time of the first meal for the day.

ii) For the next 2 days, students eat predetermined breakfasts at specific times during the morning (before 1st class of the day or before 10:30 AM.) They keep a record of how they feel (energy level, attention span, etc.) at regular intervals throughout the day. They also record snacks.

B. Have students compare the differences they experienced as breakfast and non-breakfast eaters.

C. Discuss why breakfast is classed as the most important meal of the day.

Teaching Notes and Resources

Suggestions for Assessment

Canada's Food Guide to Healthy Eating, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 96-97 or see Health Canada Online: www.hc-sc.gc.ca/english/requested.html

For background information on the VITALITY concept, see Health Canada Online: <http://www.hc-sc.gc.ca/english/educators.htm>
LIFECHOICES: Healthy & Well, Teacher Resource, pp. 72-80, 82-86.

LIFECHOICES: Healthy & Well, Student Resource, pp. 5, 21, 51, 96-97.

Teachers could have students consider the Hot Fudge Muffin recipe (*LIFECHOICES: Healthy & Well*, Student Resource, pp. 53) with a glass of milk and fruit as the predetermined breakfast choice.

LIFECHOICES: Healthy & Well, Student Resource, pp. 42-43 and Teacher Resource, #1 and #2, p. 81.

1. Teachers could have students describe what is involved in healthy eating or eating well. They should include factors such as the environment, personal and social attitudes, and time.
2. Teachers could ask students to evaluate the health benefits associated with eating practices through case studies. They could discuss how the described eating behaviours may affect health and how the eating habits described in the case studies could be improved.
3. Students could suggest changes they can make in food choices and/or food preparation to reduce the consumption and use of fats, oils, salt and sugar.
4. Students could develop a personal eating plan for 3-7 days to reflect the recommendations of Canada's Food Guide to Healthy Eating. They should ensure the plan is well-balanced and nutritionally adequate.
5. Reflection/Self-assessment: Teachers could ask students to reflect on the following questions.
 - a) What changes can you make in your food choices to increase the variety of foods you eat?
 - b) What changes can you make in food choices to increase your intake of fiber-containing foods like fruits, vegetables and grain products?

6. Students could read and discuss the article "Food and Your Mood", *LIFECHOICES: Healthy & Well*, Student Resource.

FOOD AND WELL-BEING (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Teaching and Learning

Students will be expected to:

Identify and analyse the impacts of eating practices on personal well-being.

Critically analyse the contribution of healthy eating and good nutrition to aesthetic appeal: glowing skin, shiny hair, high energy.

Evaluate health benefits/risks associated with eating practices.

Critically analyse the impact of eating practices on the prevention and/or development of chronic health conditions.

5. To illustrate the fat content of some common foods, teachers could have students collect fast food containers such as french fry containers, fried dessert boxes, and chip bags. Where nutritional information is provided, they should note the fat content in grams per serving, and measure this amount using solid vegetable shortening and place inside the food containers. Teachers should allow students to see the amount of fat they are consuming when choosing these products.

6. Students could select various high-fat foods such as donuts, pizza, snack crackers, potato or corn chips, snack cakes, or brownies. Roll each in paper napkins, place in the bottom of a brown paper lunch bag and wrap the lunch bag tightly around the food product. Microwave briefly to warm the food, let it sit for 10 to 15 minutes, then unroll the lunch bag to observe the results. Students should identify alternate snack choices that are lower in fat content.

7. Teachers could use the video (or a segment of it) from the *Newfoundland Heart Health Leadership* resource to illustrate how some Newfoundlanders and Labradorians have responded to the barriers to healthy living and made changes in their lifestyle. They should discuss the process of making changes and overcoming challenges. Teachers could ask students to consider whether any of these issues are relevant to their lifestyles.

8. Students could carry out the following activity to illustrate the amount of fibre in white baker's bread: Remove the tie and repeatedly squeeze a loaf of inexpensive white bread in its original plastic bag until it is the size of a small orange or smaller. Place it into a yogurt or fruit cup container.

9. Students could read the article "Dieting", *LIFECHOICES: Healthy & Well*, Student Resource. Teachers could ask students to reflect on why people diet, how successful dieting is, and the alternatives to dieting.

Teaching Notes and Resources**Suggestions for Assessment**

This technique is most effective when comparing it to the fat content of alternative healthier choices such as a baked potato with 1 butter pat, or a small hamburger compared to a double cheeseburger.

Canada's Food Guide to Healthy Eating,
LIFECHOICES: Healthy & Well, Student Resource,
pp. 96-97.

Newfoundland Heart Health Leadership Manual and
video

Note: This resource also addresses active living and
controlling substances.

Compare the fibre content of processed cereals such as puffed wheat or rice crispies to all bran or other high fibre cereals. Note: $\frac{1}{2}$ cup of high fibre cereal = 65 cups of low fibre, puffed cereal. If using cereals to demonstrate this, use the leftover cereal to combine with raisins, nuts and dried fruit as snack mixes to carry on fitness walks.

LIFECHOICES: Healthy & Well, Student Resource,
pp. 50-51 and Teacher Resource, #5, p. 81.

FOOD, EATING, AND YOU

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Analyse personal eating practices.

Identify challenges to healthy eating.

Evaluate the relationship between physical activity and dietary requirements.

Develop a personal eating plan which incorporates the recommendations of Canada's Food Guide to Healthy Eating and which takes into account cultural values and beliefs.

1. Healthy Food Road Map: Teachers could design a map or route for students to follow. At designated stops along the route, students are asked to make choices related to healthy eating. Each choice sends them in a specific direction. In order to reach the finish line, students make appropriate decisions along the route.

2. Healthy Snacks for Seniors Project: Students prepare and deliver nutritional snacks for seniors. Students may be able to obtain the assistance of a family studies class in the school. Note: When delivering the snacks, consider walking to the residences.

3. Food Fact and Fallacy Stations: Set up several activity stations around the gym. At each station, post a statement about nutrition, food and eating. Students visit each station, read the statement, decide whether it is a fact or a fallacy, then perform the physical activity for the station before moving to the next.

4. Healthy Food Recipe Day: Students bring a low fat or calorie-reduced recipe to class. If possible, prepare and sample selected recipes.

5. Healthy Food Day: On set days of the cycle, teachers could have all students bring in a healthy lunch or snack and explain to the class why it is healthy.

6. Healthy Collage: Using magazine or Internet images, students can work in pairs or small groups to compose a collage of either healthy or unhealthy foods. They present their collage to the class, another class in the school or a group in the community.

7. Healthy Surprise Brown Bag Lunch: Each student brings in a healthy brown bag lunch. They place all bags on a table and allow students to choose one. A pre-requisite to choosing a lunch bag can be the completion of a task. Each student chooses a lunch bag when his/her task is complete.

Teaching Notes and Resources

Canada's Food Guide to Healthy Eating,
LIFECHOICES: Healthy & Well, Student Resource,
pp. 96-97.

LIFECHOICES: Healthy & Well, Teacher Resource,
pp. 79-80, 82-86.

The healthy snacks for seniors could be adapted to a healthy meal for a kindergarten class or a local pre-school.

Sample statements:

1. Taking nutrition supplements will compensate for poor eating habits.
2. Starchy foods are an important part of a healthy diet.
3. The body's need for calcium decreases with age.

This could be done as a school-wide promotion of healthy eating by selling or giving away samples to students. The school could purchase supplies and sell the products, or students could bring ingredients from home.

Suggested Tasks: Students could engage in a physical activity, summarize an article, create a limerick related to healthy food choices, calculate the number of calories in a given menu or food item, suggest changes to a given lunch to make it more nutritious, or write a jingle about healthy eating.

Suggestions for Assessment

1. a) Students could examine the information on a food product label and make a short class presentation. Information may include: product name, brand, uses, nutritional content, advertisements, number and size of servings, and other products needed for preparation of the product.

b) Students could comment on the nutritional value of the food product.

Note: The above activity could be implemented by setting up stations displaying a variety of food products and having students move from one station to another recording the information requested for each product.

2. Working in small groups, students could identify cultural links between eating practices and spiritualism. They could research the eating habits and dietary laws of a country, and prepare a recipe from that country for the class.

3. **Eating Habit Diary:** Teachers could have students keep a log of the foods they or family members eat over a 1 or 2-week period. They should evaluate the choices and, where necessary, make suggestions for improvements.

FOOD, EATING, AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Teaching and Learning

Students will be expected to:

Analyse personal eating practices.

Identify challenges to healthy eating.

Evaluate the relationship between physical activity and dietary requirements.

Develop a personal eating plan which incorporates the recommendations of Canada's Food Guide to Healthy Eating and which takes into account cultural values and beliefs.

8. Menu Planning: Students plan a 1-5 day set of menus for themselves, their family, a person who is pregnant, or a professional athlete such as a long distance runner or a weight lifter.

9. Cafeteria Evaluation: Teachers could have students evaluate the school cafeteria menu choices according to criteria developed by the class. If changes could be made, what suggestions or recommendations would they make?

10. In-School Supermarket: The teacher could divide the class into groups of 5-7 students, and give each group a supermarket bag containing a variety of empty food containers. The number of containers in each bag is the same. Each group acts as a relay team, with members travelling the length of the gym/room, to place a food container in the appropriate food group indicated at a station set up for that group. The food containers are to be distributed as quickly as possible. The placed containers should be checked and a small time penalty could be applied for those incorrectly placed. Keep a record of the time each group uses to place the food containers.

11. As a means of having students reflect on their personal eating practices, teachers could ask them to estimate serving sizes of foods they consume in a day.

12. Teachers could have each student develop and implement a personal plan for healthy eating. Each student would document and assess his/her progress. Plans would be revised and updated as deemed necessary by the student.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Student Resource, pp. 5, 21, 51, 96-7.

LIFECHOICES: Healthy & Well, Teacher Resource, #5, p. 79.

Canada's Food Guide to Healthy Eating,
LIFECHOICES: Healthy & Well, Student Resource, pp. 96-97.

"Handy Serving Sizer", *LIFECHOICES: Healthy & Well*, Student Resource, p. 45.

LIFECHOICES: Healthy & Well, Teacher Resource, #2, p. 79.

Background Information for Action Plans,
LIFECHOICE: Healthy & Well, pp. 157-158, 163-165.

"Reflection/Self-assessment", Appendix 1, p. 98.

Notes: 1) Teachers should have students complete a "Personal Assessment (CLASS) Survey" before beginning an action plan. See Appendix 3, p. 102.

2) Teachers should have students factor in issues with time management as they develop action plans.

4. International Focus: In groups of 3-5, students select a country or region to research and prepare for presentation. In this Healthy Eating component, students will: 1) examine foods, eating habits and practices and 2) prepare a traditional recipe from the country or region.

Note: There is a similar activity with a global focus in each of the other components.

5. Teachers could evaluate student action plans for this component of the course.

Note: The plan will be re-assessed and revised throughout the year. The Action Plan will constitute one part of the student's Personal Strategic Health Plan.

6. Teachers could have students create a cartoon, a skit or collage related to personal eating practices.

7. Teachers could select articles related to this topic in which individuals have taken specific actions that impact on health. They could have students analyse these actions and comment on their effectiveness. Were the actions health enhancing? If not, what could have been done to make them so?

FOOD SECURITY

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Demonstrate an understanding of the factors underlying food sufficiency and their impact on healthy eating in self, family, and country.

Demonstrate an understanding of the factors affecting food security.

Identify the impact of eating practices on society and on the environment.

1. a) Teachers could have students define and discuss the differences between the terms undernutrition, malnutrition, hunger, and famine. Are these conditions common to all nations? To some more than others? What issues play a role in food sufficiency?

b) Students could discuss what government and non-governmental organizations are doing in an effort to assist with world hunger.

2. Teachers could have students research the community services that provide assistance for people in situations of poor economic conditions and food shortage.

3. Teachers could ask students for suggestions on how to solve world hunger. What actions would they suggest and how could they be carried out? What role can they play?

Teaching Notes and Resources**Suggestions for Assessment**

Note: Food security is defined as access by all people at all times to enough nutritionally adequate and food (quality, quantity and variety) for an active and healthy life.

Oxfam Canada: www.oxfam.ca

Canada's Action Plan for Food Security:
www.agr.gc.ca/misb/fsb/fsap/fsape

CGIAR (Consultative Group on International
Agricultural Research):
www.cgiar.org/whatis.htm

Feeding Minds, Fighting Hunger:
www.feedingminds.org

1. Students could choose one problem in society that contributes to the complex concept of widespread hunger or famine. They could describe it and suggest possible solutions.

2. Essay: The consequences of food insecurity in my community, Canada and the world.

TECHNOLOGY, THE MEDIA AND FOOD

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Critically analyse the media's portrayal of food and of eating practices.

Critically analyse how technological innovation influences eating practices.

1. Teachers could have students keep a 1-week record of media images and presentations they see on healthy eating and active living. For TV ads, students should note the time of day they saw them and for magazines and newspapers, note the date and source. They should provide a copy or brief summary or description of the images and presentations and discuss their influence on healthy lifestyle choices.

2. Students could search for nutrition and healthy eating Internet websites. They would briefly describe the sites and recommend those they consider as good sources of information related to nutrition and healthy eating.

3. Students could debate or discuss: "Technology has contributed greatly to healthy eating".

4. Teachers could have students collect newspaper and magazine advertisements related to foods. They should discuss the kinds of advertising claims that are made with reference to food and food products. Are the claims fallacy or fact? Who is the target audience for each ad?

5. "What's the News": Teachers could have students collect and summarize recent newspaper or magazine articles about healthy eating. They should include the date, title, summary and opinion of the article. Each student would complete one or two summaries and present in a "What's the News" class.

Teaching Notes and Resources**Suggestions for Assessment**

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 82-86.

LIFECHOICES: Healthy & Well, Teacher Resource, #9, p. 38.

See sample evaluation criteria for web site evaluation, p. 33.

1. Teachers could have students develop a plan for a media promotional campaign related to nutrition and healthy eating. What steps would they follow in its design? What factors are important to recognize in the design and implementation of such a campaign?

2. Teachers could have students create a brochure on guidelines for balancing the use of media and technology.

3. Students could debate: "Technology contributes to poor health in Western society".

LIFE CHOICES AND HEALTHY EATING**Specific Curriculum Outcomes****Suggestions for Teaching and Learning**

Students will be expected to:

Identify careers related to food and eating.

Identify skills required in various sectors of the food industry.

1. Teachers could ask students to conduct a telephone or face-to-face interview with a professional in the field of nutrition. Based on the interview, students could write a brief essay or make a presentation on this career.
2. Teachers could have students investigate a variety of careers in which nutrition and/or food knowledge is a requirement and an asset. Some examples include chef, dietitian, baker, and food server.
3. Teachers could have students search the Internet for careers related to healthy eating, food, and nutrition. As students view these sites, they could make a list of career possibilities.
4. As a class, teachers could have students generate a list of jobs and occupations related to food and nutrition, then work in small groups to list characteristics and qualities of individuals in these jobs.

Teaching Notes and Resources**Suggestions for Assessment**

CHOICES (occupational exploration program)

Health and Wellness link, Canadian Living:
<http://www.canadianliving.com/health/index.asp>

Dietitians of Canada: www.dietitians.ca

LIFECHOICES: Healthy & Well, Teacher Resource,
 #17, p. 24.

1. Students could describe some of the characteristics required for jobs in the food/nutrition field.

2. Teachers could have students research a food/nutrition-related career. What are the qualifications for this career? What personal qualities or characteristics would enhance chances of success in this career? Would they be interested in this job? Why?

Component: Controlling Substances

CONTROLLING SUBSTANCES

Titles	Specific Curriculum Outcomes [with identified links to GCOs and KSCOs in Health (H)]
Impacts of Substances	<p>Critically analyse the impacts of substance use/abuse on personal aesthetics and behaviour. (H-GCO5, KSCO1)</p> <p>Identify and analyse the impact of substance use/abuse on personal well-being. (H-GCO5, KSCO1)</p>
Substances and You	<p>Identify challenges in dealing with substance use and abuse. (H-GCO5, KSCO1)</p> <p>Develop a personal plan for the management of substance use. (H-GCO5, KSCO2; GCO8, KSCO1)</p>
Substances and Society	<p>Demonstrate an understanding of what constitutes socially responsible behaviour towards substance use within the home, school and community. (H-GCO5, KSCO3)</p> <p>Identify the impacts of substance use/abuse on society. (H-GCO5, KSCO3)</p> <p>Identify cultural links between substance use/abuse and spiritualism. (H-GCO5, KSCO3)</p> <p>Analyse moral and ethical issues related to substance use/abuse. (H-GCO5, KSCO3)</p>

**Technology, the Media and
Substances**

Critically analyse the media's portrayal of substance use/abuse.
(H-GCO9, KSCO1)

Utilise information technology to access, present and communicate
information on substance use/abuse. (H-GCO9, KSCO2)

Recognize and critically analyse the influence of technological
innovation on substance use/abuse. (H-GCO9, KSCO2)

**Life Choices and Controlling
Substances**

Identify careers in the substance use/abuse field. (H-GCO9, KSCO3)

Identify skills and abilities required to work in areas related to
substance use/abuse. (H-GCO9, KSCO3)

IMPACTS OF SUBSTANCES

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Critically analyse the impacts of substance use/abuse on personal aesthetics and behaviour.

1. Teachers could introduce this component by asking students to consider the title “Controlling Substances”. What does it say to them? Where does the ‘control’ lie? How is the term ‘control’ linked to the term ‘power’? What does “substances” include?

Identify and analyse the impact of substance use/abuse on personal well being.

2. Teachers could have students describe how appearances and behaviour change while under the influence of a substance.

Note: Real life experiences or examples from movies, books, or plays could be used to illustrate the transitions and changes that occur.

3. a) Teachers could ask students to brainstorm a list of positive and negative effects of substance use. They could label three columns with the following headings: Physical Effects, Psychological/Emotional Effects, and Social Effects and record student responses in the appropriate column.

b) Using the generated list, students could identify those characteristics that may be a result of substance abuse.

4. Teachers could invite resource people in the community (RCMP, ACT, public health, Teen Tobacco Team, MADD) to discuss the impacts of substance use on personal health and well-being.

5. Teacher and students could discuss the financial impacts of substance use/abuse with an emphasis on positive uses for money spent.

6. Teachers could have students research facts and statistics on crime, date rape, family violence and disease as they relate to substance use/abuse.

Teaching Notes and Resources

This component focuses on personal choices, assessing risks, and taking actions that are health enhancing.

Background information:

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 105-106, 108-110, 112-114, 118-122.

Health Canada Online: Educator's Page

<http://www.hc-sc.gc.ca/english/educators.htm>

Tobacco Web Sites:

Alliance for the Control of Tobacco (ACT) and the Teen Tobacco Team: www.smokingsucks.ca

British Columbia Ministry of Health:

www.tobaccofacts.org

Massachusetts Dept of Public Health:

<http://www.getoutraged.com/>

National Center for Tobacco-Free Kids:

<http://www.tobaccofreekids.org/>

www.wholetruth.com (Florida)

Canadian Council for Tobacco Control:

<http://www.cctc.ca/>

Resources for Prevention of Substance Misuse:

www.preventionsource.bc.ca/

Physical Effects may include: lethargic, smokers with yellow-stained fingers, shortness of breath, loss of coordination, pain relief, increased coordination, increased strength, flexibility.

Psychological/Emotional Effects may include: sense of calm, anxiety, loss of fear, confusion, sense of well-being, relaxed.

Social Effects may include: withdrawn, aggressive, talkative, outgoing, agreeable.

Kick the Nic: Teen Smoking Cessation Program, Department of Health and Community Services. (See Appendix 4: Resources for overview.)

Teen Tobacco Team (see Resources Appendix 4: Resources for a description.)

Suggestions for Assessment

1. Students could research an organization or program dealing with substance abuse. They should choose a specific focus, i.e., a topic or questions related to the impacts of substance use on individuals and present to the class.

2. Students could write a poem, a story, or create a dance regarding the positive or negative impacts of substance use on health.

Note to Teacher: Present the criteria for evaluating each type of product. For example, the dance:

- specified length (2-3 minutes)
- movements in synch with rhythm
- variety of movements (3 or 4)
- movements connect (flow from one to the next)
- demonstrates impacts of substance use

For written products, teachers should check with language teacher for guidelines.

All products must clearly demonstrate the impacts of substance use.

3. The case study created by students in activity 13. b), page 60, can be used to evaluate student ability to propose strategies for resolving problems related to substance abuse.

4. Students could discuss the following statements:

"A drug is a chemical substance."

"Caffeine is a stimulant drug."

"Over-the-counter drugs can be legally bought without a prescription."

IMPACTS OF SUBSTANCES (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Critically analyse the impacts of substance use/abuse on personal aesthetics and behaviour.

7. Teachers could use a variety of activities to simulate the effects of substances on behaviour. For example: walking blindfolded; talking with a large object in the mouth; or performing a manual, fine motor skill wearing an oven mitt.

Identify and analyse the impact of substance use/abuse on personal well-being.

8. The class could discuss: Drugs can be helpful or harmful to individuals and families.

9. Teachers could invite a pharmacist to speak about drugs: regulation, proper use of over-the-counter drugs and prescription drugs.

10. Teachers could have students research the percentage of alcohol in different alcoholic beverages. They should obtain information regarding the “legal” purchase and transport of these beverages.

11. Teachers could have students research the caffeine content of common foods such as: 1 cup of coffee, 1 cup of tea, 1 portion chocolate bar, and 1 cup of cocoa.

12. Teachers could have students survey tobacco use by students in grades 7-12. They should determine and record results, make recommendations based on the data collected, and formulate action plans to address the recommendations.

13. a) Teachers could ask each student to define “problem substance use”. Students could be grouped into pairs to compare definitions, come to a consensus and write a new definition. The teacher could ask pairs to join with another pair and repeat the activity. The definition of each group of four could be shared with the whole class for discussion. Students should try to formulate a single definition acceptable to the entire class.

b) Using the class definition, teachers could have each original pair create a case study which describes a situation of substance use. They should provide enough detail about the situation to enable the reader to understand what is happening in each situation. The case studies could be shared among groups of four who will design strategies to resolve the problem situation described.

Teaching Notes and Resources**Suggestions for Assessment**

Caution: Before choosing to implement this activity, teachers need to assess the situation based on safety to students. In some settings, a demonstration may be the appropriate choice.

Note: Gambling is included in the area of substance use and addictions. When asking students to consider risks and deterrents to health, teachers should present gambling as an issue. Students should be encouraged to explore their knowledge, experiences, attitudes and behaviours with respect to gambling.

“Drawing the Line: A Resource for the Prevention of Problem Gambling”, Volume 11 Senior High (1997), Problem Gambling Services, Drug Dependency, Department of Health, Nova Scotia.

To avoid an overwhelming and extremely time consuming data tabulation and analysis process, the survey/questionnaire should be limited to 1 page in length.

Provincial Student Drug Use Survey, Department of Health and Community Services.

Canadian Tobacco Use Monitoring Survey (CTUMS):
www.hc-sc.gc.ca/hppb/tobacco/ctums/

Activity 13. b) enables students to work on consensus seeking, communication and collaboration skills - concepts addressed in the *Personal Dynamics* component of the course.

5. Enterprise scenario: You work for an advertising agency that has been approached by a potential client interested in positively affecting the health of young people. The client’s goal is to sell the idea of substance reduction to adolescents. Your task is to create a variety of strategies with rationales and present them to the client. Note: A group of students in the class could act as the client.

SUBSTANCES AND YOU

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify challenges in dealing with substance use and abuse.

Develop a personal plan for the management of substance use.

1. Drug Awareness Day: Teachers could ask for student volunteers who use a substance, such as nicotine in cigarettes or chewing tobacco; caffeine in coffee, tea or cola, to give it up for 24 hours. During and following the cessation period, students could reflect in their journals about feelings, problems, success or failure, money saved, etc..

2. Teachers could ask students to interview a person about 'giving up' a substance.

3. a) Teachers could have students organize and facilitate a drug awareness forum to discuss the challenges to the reduction or elimination of substance use. The panel could include students, teachers, school board officials and parents.

b) Recommendations from the forum could be presented to the School Administration, School Council, Regional Health and Community Services Boards, the Teen Tobacco Team and/or the Ministers of Health and Community Services and Education.

4. a) Teachers could have students choose a substance they use and calculate the amount of money they regularly spend on this substance. They could then take this amount and invest it at a rate of 10% return. With compound interest, they should calculate how much money they would accumulate over a 1-, 2-, and 5-year period.

b) Students could identify other uses for the accumulated funds.

5. a) Teachers could have students work in small groups of smokers and non-smokers and use the articles " Butt-Out Basics", "Harsh Reality", "Quit It" and "Weed Out the Need for Nicotine" to develop a comprehensive list of ways to help smokers quit smoking.

b) Using the lists generated by the small groups, teachers could facilitate class consensus to develop a single list to be transferred to a poster or banner for class display.

Teaching Notes and Resources**Suggestions for Assessment**

This could be coordinated with Drug Awareness Week in November, Weedless Wednesday during National Non-Smoking Week in January, and/or on World No Tobacco Day, May 31st.

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 105-106, 108-110, 112-114, 118-122.

Newfoundland Heart Health Leadership Manual and video

LIFECHOICES: Healthy & Well, Teacher Resource, #4, p.103.

Newfoundland & Labrador Cancer Society:
www.nfandlab.cancer.ca

Newfoundland & Labrador Lung Association
quitline: 1-800-363-LUNG; www.nf.lung.ca
Kick the Nic: Teen Smoking Cessation Program,
Department of Health and Community Services.

Articles in *LIFECHOICES: Healthy & Well*, Student Resource include: “Butt-Out Basics”, pp. 71-72; “Harsh Reality”, p. 34; “Weed Out the Need for Nicotine”, pp. 54-55; “Quit It”, p. 89.

Note: A “Taking Steps” banner could have footprints with student-generated suggestions for quitting.

1. a) What are some of the challenges associated with managing or reducing the use of a substance?
b) Suggest possible strategies to address these challenges.
2. Teachers or students could select articles, related to this topic, in which individuals have taken specific actions that impact on health. Students could analyse these actions and comment on their effectiveness. Were the actions health enhancing? If not, what could have been done to make them so?
3. Teachers could evaluate student action plans for this component of the course.
Note: The plan will be re-assessed and revised throughout the year. The Action Plan will constitute one part of student Personal Strategic Health Plans.
4. Students could research the topic of adolescent substance abuse and develop guidelines for parents to assist them in the following areas:
 - a) recognizing the signs of substance abuse
 - b) understanding the stages of addiction
 - c) communicating with their children

SUBSTANCES AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Identify challenges in dealing with substance use and abuse.

Develop a personal plan for the management of substance use.

6. Teachers could ask students to come up with short descriptions of situations that often occur at parties, involve the use of alcohol, and can put young people at risk. Then, using the information in the article, "Going to a Party?", students could create action plans to address the situations described in the short descriptions.

7. Teachers could have students develop a personal plan of action with reasonable, realistic goals for the management of substances that are having or can have a negative impact on health and well-being.

8. Teachers could use the video from *Newfoundland Heart Health Leadership Manual* to illustrate how some Newfoundlanders and Labradorians have responded to the challenges to substance reduction. The class could discuss the process of making lifestyle changes. Are any of the issues in the video relevant to students' lifestyles?

Teaching Notes and Resources**Suggestions for Assessment**

“Going to a Party?”, *LIFECHOICES: Healthy & Well*, Student Resource, p. 3.

LIFECHOICES: Healthy & Well, Teacher Resource, #11, p. 108.

Teachers could have students complete a “Personal Assessment (CLASS) Survey” as part of their action planning. See Appendix 3, p. 102.

See “Reflection/Self-assessment”, Appendix 1, p. 98.

Newfoundland Heart Health Leadership Manual and video

Note: This resource also addresses healthy eating and active lifestyles.

SUBSTANCES AND SOCIETY

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of what constitutes socially responsible behaviour towards substance use within the home, school and community.

Identify the impacts of substance use/abuse on society.

Identify cultural links between substance use/abuse and spiritualism.

Analyse moral and ethical issues related to substance use/abuse.

1. a) The class could discuss substance use by movie, television, sports or music personalities. Issues could include how these individuals are portrayed in the media and how substance use affected their careers and personal lives. Teachers should bring discussion around to what happens to an individual in Newfoundland and Labrador who breaks the law with regard to substance use and abuse.

b) When does substance use become substance abuse? What are the factors involved in this process?

2. Teachers could have students research the role of substance use as part of the spiritual practices in native cultures.

3. Teachers could have students consider one of the moral or ethical issues related to substance use/abuse. Issues to consider include: second-hand smoke - social, human rights, effects on children; Fetal Alcohol Syndrome (FAS); non-smoker versus smoker rights; selling to minors to support a habit; trafficking; underage drinking; and driving with someone who is drinking.

1. Write a scenario about one of the above issues.

2. Discuss the choices available to the person(s) involved along with the advantages/disadvantages of each choice.

3. What decision is made and why?

4. Teachers could have the class explore and discuss the concept of “safe grad” as a socially responsible response to adolescent drinking. They could also discuss other options.

5. Teachers could have students outline and discuss the benefits and drawbacks of substance use. They could create a chart with the following titles:

Impacts of Substance Use and Abuse

Use

Abuse

Then students could research the key terms and facts related to these topics. Key terms: Use - prevention of disease, treatment, benefits, costs, legality; Abuse - crime, family violence, Fetal Alcohol Syndrome (FAS).

Teaching Notes and Resources**Suggestions for Assessment**

Health Canada On-Line:
<http://www.hc-sc.gc.ca/english/index.htm>

LIFECHOICES: Healthy & Well, Teacher Resource,
 pp. 105-106, 108-110, 112-114, 118-122.

Teachers could have students help prepare a file of community resource personnel. Include information such as the following: name, title, business/association/department, phone and fax numbers, e-mail and/or website address, mailing address, brief description or list of resources/topics.

See “Groundrules”, Appendix 1, p. 97.

1. Students could create a poster or display to illustrate the impacts of substance abuse: the costs to society, effects on families and communities.
2. Students could discuss or describe the relationship between prescription drugs and over-the-counter drugs.
3. International Focus: In groups of 3-5, students could select a country or region to research and prepare for presentation. In this component, students would examine drugs and substances used in the culture.
 (There is a similar activity with a global focus in each of the other components.)

SUBSTANCES AND SOCIETY (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of what constitutes socially responsible behaviour towards substance use within the home, school and community.

6. The class could implement a teen smoking cessation program such as the “Kick the Nic” program.

Identify the impacts of substance use/abuse on society.

7. Teachers could have students explore the signs of problem drinking and how problem drinking might be addressed.

Identify cultural links between substance use/abuse and spiritualism.

8. Teachers could have students consider the role of peer pressure in relation to substance use. They should describe situations they have to face and develop strategies they can try out to deal with each situation.

Analyse moral and ethical issues related to substance use/abuse.

Note: This activity can be done through role play or as reflection/self-assessment.

Teaching Notes and Resources**Suggestions for Assessment**

Kick the Nic: Teen Smoking Cessation Program,
Department of Health and Community Services.

Health Canada On-Line:
<http://www.hc-sc.gc.ca/english/index.htm>

LIFECHOICES: Healthy & Well, Teacher Resource,
#2, p. 115.

LIFECHOICES: Healthy & Well, Teacher Resource,
#12 p. 117, and p. 122.

"Quit It", *LIFECHOICES: Healthy & Well*, Student
Resource, p. 89.

"Self Talk", *LIFECHOICES: Healthy & Well*, Student
Resource, p. 61.

TECHNOLOGY, THE MEDIA AND SUBSTANCES

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Critically analyse the media's portrayal of substance use/abuse.

Utilise information technology to access, present and communicate information on substance use/abuse.

Recognize and critically analyse the influence of technological innovation on substance use/abuse.

1. Teachers could have students examine a variety of media to determine the messages sent regarding substance use and present findings to the class. Examples could be the messages that magazines send in tobacco or alcohol ads, alcohol companies sponsoring sporting events or musical concerts, television commercials promoting substance use such as alcohol, or promotion campaigns that deliver a prevention message.

2. Teachers could have students examine the influences of the media by creating a Media Kit of ads and movies that a) promote substance use as part of a positive, desirable lifestyle and b) promote anti-substance use messages as a means to a healthy lifestyle.

Students would use both sets of ads and list of movies to initiate discussion on the types of advertizing and how they influence individual choices and behaviours.

3. "What's the News": Teachers could have students collect and summarize recent newspaper or magazine articles about substance use/abuse. They would include the date, title, summary and opinions expressed in the articles. Each student would complete one or two summaries and present in a "What's the News" class.

4. Teachers could display examples of innovations such as the inhaler and nicotine patch/gum. They would include a student question sheet for each product covering why it is used, how it is used, effectiveness, and concerns.

5. Teachers could have students create a list of web sites that deal with substance use and abuse. They should provide brief descriptions of each site.

Teaching Notes and Resources**Suggestions for Assessment**

Health Canada On-Line:
<http://www.hc-sc.gc.ca/english/index.htm>

Smoking Sucks Ad Campaign Resource, Alliance for
 the Control of Tobacco (ACT)

1. Students could create a collage to demonstrate the role of media in advertising substance use.

2. Students could discuss the sponsorship of professional sports and/or arts activities by alcohol, beer and tobacco industries.

3. Students could pick a piece of music with lyrics that reflects the topic for this component. They should provide an interpretation of the relationship between the topic and the lyrics. Note: The teacher should monitor the lyrics for suitability before use in class.

4. For “Advertising and Substances”, students could:

- a) Choose a magazine ad for a substance.
- b) Outline the message(s) portrayed by the ad.
- c) Look at the flipside of the ad and create that version.

This activity could include remedies such as herbal teas, ginseng, and other natural remedies.

MADD (Mothers Against Drunk Driving):
www.madd.org

SADD (Students Against Drunk Driving):
www.saddonline.com

LIFE CHOICES AND CONTROLLING SUBSTANCES

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify careers in the substance use/abuse field.

Identify skills and abilities required to work in areas related to substance use/abuse.

1. a) Teachers could have students investigate a variety of careers in which knowledge of substances and abuse is a requirement and/or an asset. Some examples: RCMP or RNC officer, social worker, and addictions counsellor.

b) Students could outline the knowledge and skill requirements for the above listed careers.

2. Teachers could have students generate a list of personal characteristics that would be an asset in careers related to substance use/abuse, drugs, and addictions.

3. Teachers could have students search the Internet for careers related to drugs and addictions. As students view these sites, they could make a list of possible careers.

4. As a class, students could generate a list of jobs and occupations, then work in small groups to analyse the list of characteristics and qualities of individuals who do these jobs.

Teaching Notes and Resources

CHOICES (occupation exploration program)

The Youth Employment Strategy is designed to help young people acquire the knowledge, skills, work experience and career information they need to enter and participate fully in the labour market:

<http://youth.hrdc-drhc.gc.ca/common/home.shtml>

LIFECHOICES: Healthy & Well, Teacher Resource, #17, p. 24.

Suggestions for Assessment

1. Students could select a variety of careers and describe the role that each plays in the area of substance use/abuse.
2. Students could interview a professional regarding the following:
 - education and training
 - professional development
 - job responsibilities
 - job opportunities
 - related positions
 - why they chose their career
 - what they like most about the job

Component: Personal Dynamics

PERSONAL DYNAMICS

Titles	Specific Curriculum Outcomes [with identified links to GCOs and KSCOs in Health (H) and Family Studies (FS): Human Development (HD) and Financial Management (FM) and Physical Education (PE)]
Impacts on Personal Dynamics	<p>Demonstrate an understanding of stress and its impacts on individuals, relationships and society. (H-GCO4, KSCO1; FS:HD-GCO2, KSCO2)</p> <p>Demonstrate an understanding of the impacts of cultural values and beliefs on society. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3)</p>
Personal Dynamics and You	<p>Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships. (H-GCO4, KSCO1; FS:HD-GCO1, KSCO5; PE-GCO2, KSCO5)</p> <p>Demonstrate an awareness of the role of emotions on decision making. (H-GCO4, KSCO4; FS:HD-GCO2, KSCO2; PE-GCO6, KSCO3)</p> <p>Identify and participate in activities that reduce stress, are financially viable, and enhance relationships. (H-GCO4, KSCO2; PE-GCO6, KSCO7)</p> <p>Identify and use strategies to balance work, study and leisure time. (H-GCO4, KSCO2; FS:HD-GCO2, KSCO3)</p> <p>Develop a personal action plan which addresses time management, finances and relationships. (H-GCO4, KSCO2; GCO8, KSCO1; FS:HD-GCO2, KSCO5/FM-GCO2, KSCO4)</p>
Personal Dynamics and Society	<p>Identify ethical issues associated with utilization of time, investing and personal relationships. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3/FM-GCO2, KSCO1)</p> <p>Demonstrate an understanding of the value of paid and unpaid work. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3/FM-GCO1, KSCO1)</p>

Technology, Media and Personal Dynamics

Critically analyse the impacts of technological innovations on time management, finances, and relationships. (H-GCO1, KSCO2)

Critically analyse the media's portrayal of personal dynamics. (H-GCO9, KSCO1)

Life Choices and Personal Dynamics

Identify careers which encompass or directly relate to time management, financial management, and personal relationships. (H-GCO9, KSCO3; FS:HD-GCO1, KSCO10/FM-GCO1, KSCO7)

Identify skills required to work in areas related to time management, financial management and personal relationships. (H-GCO9, KSCO3)

IMPACTS ON PERSONAL DYNAMICS

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of stress and its impacts on individuals, relationships and society.

Demonstrate an understanding of the impacts of cultural values and beliefs on society.

1. Introductory activity:
 - a) Reflection/Self-assessment: Teachers could ask students to reflect on what it means to be well. They should take into consideration class discussions, activities, and personal experiences related to the topics already addressed in this course, as well as other topics they feel should be included.
 - b) Using responses generated by individual students, the class should come to a whole group consensus on a definition of what it means to be well.
 - c) Students could generate a short list of major health issues facing them and society.
2. Exploring the issue of stress, teachers could:
 - a) Have the class brainstorm sources and causes of stress in peoples' lives. Make an extensive list of ALL responses.
 - b) Ask students how stress is manifested in our lives. Record responses.
 - c) Reflection/Self-assessment: As an in-class or home assignment, ask students to consider the following questions:
 - i. What causes stress in my life? Note: Students may refer to the list generated in a) above.
 - ii. What are the effects of stress on me? How do I react physically, emotionally, and socially to what is causing me stress?
 - iii. How do these sources of stress interfere with my goals? ... with my daily activities?
 - d) As a class, refer to the list of sources of stress generated in the brainstorming session and categorize the items in the list under the following headings: Money, Time, and Relationships.
 - e) Highlight and comment on positive, effective, and healthy ways that individuals deal with stress. Do these require certain skills and/or resources? Which skills? What resources?
3. Teachers could pose the following questions to students:
 - a) What are the positive and negative effects of stress?
 - b) Describe how the body reacts physically and emotionally to stress.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 26-29, 59-61.

1. Problems in a relationship can develop because of differences in values and the failure to communicate.

A. Students could work in pairs to create a short scenario which illustrates the above statement.

B. They could pose possible strategies to address the situation presented in their scenario.

C. Teachers could direct them to select the best strategy, explain the reason for their choice and describe how to carry it out.

See "A note about BRAINSTORMING", *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 15.

2. Teachers could ask students to select a common conflict in the life of teens, describe it, and suggest how to effectively resolve it.

Major sources of stress are time, money and personal relationships.

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 48-51.

3. Reflection/Self-assessment: Teachers could ask students to reflect on and answer the following questions:

- i. How is the topic of stress relevant to me?
- ii. Do I have the skills that are needed to deal with the stressors in my life? Which skills are needed?

LIFECHOICES: Healthy & Well, Student Resource, p. 33.

LIFECHOICES: Healthy & Well, Teacher Resource, #6, p. 47.

Note: This reflection can be used later when developing an action plan.

Concepts of Physical Fitness with Laboratories, Ch. 20, pp. 246-255.

Note: Teachers should incorporate stress-reduction strategies into the class schedule.

IMPACTS ON PERSONAL DYNAMICS (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of stress and its impacts on individuals, relationships and society.

4. As a class, students could generate a list of ways to deal with stress and make plans to try some of the examples.

Demonstrate an understanding of the impacts of cultural values and beliefs on society.

5. Teachers could have students collect cartoons and quotes related to money, time, and relationships and display them on a class bulletin board. Teachers could ask students what these cartoons and quotes indicate about our values and beliefs, our culture and traditions.

6. Teachers could select a video clip, an article, a documentary or a song to illustrate behaviours and attitudes related to time management, finances, or personal relationships. They could ask students to identify and discuss the messages being given and the values portrayed. The class could continue with a discussion of the prominence of these values and messages in their age group and society in general.

7. The class could brainstorm a list of cultural beliefs and values in our society (in other societies) regarding: time management, money management and personal relationships. They could discuss the impacts of cultural beliefs and values on personal relationships.

8. International Focus: Students would select a country or region and, working in small groups, research social norms and practices regarding personal relationships.

(There is a similar activity with a global focus in each of the other components.)

9. Reflection/Self-assessment: Teachers could have students examine how they spend money.

Teaching Notes and Resources**Suggestions for Assessment**

The following articles in *LIFECHOICES: Healthy & Well*, Student Resource, could be used to generate additional discussion and suggestions:

“Exercise Your Brain”, p. 60; “Mark’s Mental Gymnasium”, pp. 36-37; “Bad Mood? - 25 Ways to Get Out of It”, pp. 58-60; “Self Talk”, p. 61; “67 Ways to Get Physical”, p. 88; “Food and Your Mood”, pp. 42-43.

See “A note about BRAINSTORMING”, *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 15.

LIFECHOICES: Healthy & Well, Teacher Resource, #10, p. 34.

“How well do you manage your money?”, *Money Smarts Learning Resource*, p. 4.

PERSONAL DYNAMICS AND YOU

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

Identify and use strategies to balance work, study and leisure time.

Develop a personal action plan which addresses time management, finances and relationships.

1. Teachers could have students construct a survey or surveys to gauge individual attitudes and behaviours related to time management, stress management, financial management and personal relationships. They could administer the survey(s) to classmates, schoolmates, family members, or members of the community and discuss the results.

2. As a class, students could construct a scenario that describes a problematic situation related to personal relationships, time management or money management. Specific issues could be listed for inclusion in the scenario. Divide students into pairs (females, males, and mixed) to discuss the scenario and propose solutions to the problematic situation. Discuss proposed solutions.

3. In small groups, students would role play a situation to a point of conflict. An example could be two siblings arguing over use of the family vehicle. They would work through the issue and resolve the conflict demonstrating effective communication and negotiation skills.

4. Scenario: Mr. Walters is sitting in the living room when a ball comes through the front window. He looks out the window and sees a group of young people who have been warned repeatedly about playing ball so close to the house. Students could consider the situation and respond to the following:

- a) How might Mr. Walters' emotions at the time the ball comes through the window interfere with his making a sound, rational response to the situation? Conclude the scenario to effectively address the issue.
- b) The following are situations to which young people often react:
 - other siblings borrowing their belongings
 - a brother/sister is eating a favourite food they were saving for later
 - there is no hot water when it is their turn to shower.
- c) What role might emotion play in each of the above situations?
- d) Conclude each situation to effectively address the issue.

5. Using the list of ways to reduce stress from the previous section (#4, p. 80), teachers could carry out some of the activities with students and have them indicate how they enhance both emotional well-being and personal relationships, and how they might be financially viable.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 34-36, 39-41, 45-46.

The teacher may need to identify a range of skills and techniques which could be employed.

1. Reflection/Self-assessment:
Ask students to select an emotion and describe the role that it has played in their life. Has it influenced the decisions they have made related to time management, finances, or relationships?
2. Write a scenario incorporating an issue around goal-setting, decision making, and balancing work, study and leisure. Present it to the class and have classmates suggest resolutions to the scenario.
3. Have students select articles related to this component in which individuals have taken specific actions that impact on health. Have students analyse these actions and comment on their effectiveness. Were the actions health enhancing? If not, what could have been done to make them so?

LIFECHOICES: Healthy & Well, Teacher Resource, #6 A & B, p. 37.

Tracking Moods: In preparation for the assessment activity, # 4, students will track their moods (at least 1 mood per day) for a week.

Background Information, *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 39.

For an alternate format for keeping track of moods and emotions, see *LIFECHOICES: Healthy & Well*, Teacher Resource, #14, p. 48.

Articles to support this activity, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 12-13, 58-61.

4. As a follow-up to tracking moods, students could draft a personal action plan which outlines a range of behaviour options in response to a mood or emotion. Students could carry out the plan, record their responses, and revise or change the plan where necessary. (Note: Allow a 2-week to 1-month period to carry out, evaluate and revise the plan).

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

6. Teachers could have students prepare a list of characteristics that they would want in a relationship. Students would then create a list of the characteristics that they have to offer in a relationship. They should identify and discuss commonalities and differences.

Demonstrate an awareness of the role of emotions on decision making.

7. In small groups or as a class, students could consider strategies for resolving conflicts. Teachers could use role play to engage in a rehearsal of working through a conflict. Teachers should keep a record of the strategies for reference and encourage students to use them when conflicts arise in class, at home, and with friends.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

8. Reflection/Self-assessment: Teachers could have students read the article, "Stop Being So Hard on Yourself" and reflect on how they treat themselves in some situations.

Identify and use strategies to balance work, study and leisure time.

9. Teachers could have students consider the value of self talk. If they engage in self talk, is it helpful?... positive?... negative? Read the article, "Self Talk" and consider its value in contributing to health and well-being.

Develop a personal action plan which addresses time management, finances and relationships.

10. Teachers could ask students to develop a list of expressions about time such as "time will tell", "a stitch in time saves nine", "there's all the time in the world", "time is a river that keeps moving on", and "time and tide wait for no man". Discuss these. How do values and culture influence how we structure and use time?

11. Time is a finite and limited resource.

- a) Teachers could ask students to generate lists for the following: i) ways we lose time and ii) ways to save time.
- b) From the first list, students could identify items which apply to them; from the second list, ask students to identify practices which they might try.

12. Teachers could have students examine how they use time.

- a) Record how they spend each hour for a 24- or 48-hour period.
Note: A pre-designed time sheet may facilitate recording.
- b) Following an examination of the information gathered, students could set long- and short-term goals for their use of time. Where necessary they should break goals into smaller steps. Teachers should ask them to monitor the attainment of the goals.

Teaching Notes and Resources	Suggestions for Assessment
<p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #6, p. 33. “Stop Being So Hard on Yourself”, <i>LIFECHOICES: Healthy & Well</i>, Student Resource, pp. 12-13.</p> <p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #8, p. 33. “Self Talk”, <i>LIFECHOICES: Healthy & Well</i>, Student Resource, p. 61.</p> <p>Note: If sleep doesn’t arise as an issue when discussing time management, teachers should make reference to its importance in maintaining health and well-being. See, <i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, pp. 64-65.</p>	<p>5. a) Students could research an example of planning which resulted in: success and survival, and/or disaster and death. Some examples are: the Hubbard trek in Labrador, Scott’s Artic expedition, the Donner expedition in the United States, the account of living in the early fishing outposts in Newfoundland as recounted in <i>Random Passage</i> by Bernice Morgan, the sinking of the Titanic.</p> <p>b) Students could identify the factors that contributed to the outcome in the example used. Which skills, attitudes, behaviours can be cited as essential to survival in the example used?</p> <p>6. Students could list some life management strategies and indicate how they can be incorporated into their lives.</p> <p>7. Students could describe or demonstrate ways to resolve conflict.</p> <p>8. Students could identify and discuss some of the factors that influence how we use time.</p> <p>9. Reflection/Self-assessment: Teachers could ask students to review and reflect on the skills they have learned in this component of the course. Students should consider how these skills may be used in class, in school, at home, and in the community.</p>

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

Identify and use strategies to balance work, study and leisure time.

Develop a personal action plan which addresses time management, finances and relationships.

13. Action Plan: Students could create a money management plan that involves both spending and saving money.

- a) They should record all sources of income. Then record expenses and categorize these expenses as needs or wants.
- b) For students who did not pay themselves first, i.e., place some of their earnings in savings, teachers could have them come up with a strategy that would enable them to put 10% of earnings into savings.

14. a) Teachers could have students consider time management, money management and managing relationships. When they have questions and problems related to these, where do they get advice and assistance?

- b) The class could discuss the availability, validity, or reliability of the sources of information and help. Then they could create a scenario, or use the following scenarios, to design a list of questions to help obtain the information desired in each scenario.

Scenarios:

- i. You have a part-time job and some money to invest. How do you go about getting information and some sound advice? What questions do you ask?
- ii. You are having a major problem with your girl/boyfriend. S/he is about to call the relationship quits. Where do you go for information and advice? What questions do you ask?
- iii. It's spring and you are preparing for exams, practising for a volleyball championship, working on the yearbook committee, and working at a short-term evening job. Time is suddenly an issue. Where do you go for information and advice? What questions do you ask?

15. As part of getting ready to develop an action plan, teachers could have students identify some activities to reduce stress. Which would be most reasonable and useful for them to try? Why? How?

Teaching Notes and Resources

Sources of income may include: allowances, babysitting money, cash gifts, part-time work, summer employment, scholarships.

Sources of information and assistance may include technology, media, books/libraries, family, friends, professionals, workshops, courses and training sessions.

Background information for Action Plan, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 157-158, 163-165.

Suggestions for Assessment

10. Students could prepare written responses to one of the following statements:

- 1) Your health is your own business and your own responsibility.
- 2) Your health is your wealth.
- 3) An ounce of prevention is worth a pound of cure.

11. Teachers could evaluate student action plans for this component.

Note: The plan will be re-assessed and revised, and will be one component of the student's Personal Strategic Health Plan at the end of the course.

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Note: The following two questions are a continuation of exploring the issue of stress, activity # 2, page 78.

16. Teachers could refer back to the three questions in # 2 c), p. 78, before continuing. They could then have students consider the following:

- How can I develop the skills to achieve my goals?
- Can I develop an action plan to help me deal with stress related to what I have identified?
- Am I able to carry out my plan?
- What did I learn?

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

17. Teachers could explain that the amount of stress a person experiences often depends on their perception of a situation. They should ask students to work in pairs to briefly describe a situation requiring a personal response, reaction or change. The descriptions would be placed in a bag and each pair draws one. In each pair, one student would role play the situation as positive and the other student will role play it as negative. For example, the roles may be of two young people whose school is closing and they have to move to another.

Identify and use strategies to balance work, study and leisure time.

The class could discuss how points of view and disposition affect actions and responses in similar situations.

Develop a personal action plan which addresses time management, finances and relationships.

18. To assist students in working towards a personal action plan, teachers could use Case Study #3, *Money Smarts*, which explores borrowing and saving issues and the realities of living on one's own. The case study features a young person starting out on her own with a full-time job and her own apartment. Her choices and the costs of her situation open up a whole range of money management issues for discussion and exploration.

19. Students could develop a comprehensive, personal action plan with reasonable, realistic goals for the management of the following: time, money, and relationships.

Teaching Notes and Resources**Suggestions for Assessment**

LIFECHOICES: Healthy & Well, Teacher Resource, #9, p. 59.

Money Smarts Learning Resource, Women's Policy Office, pp. 17-20.

Background Information for Action Plans, *LIFE-CHOICES: Healthy & Well*, pp. 163-165.

See "Reflection/Self-assessment", Appendix 1, p. 98.

Note: Teachers could have students complete a "Personal Assessment (CLASS) Survey" as part of their action planning. See Appendix 3, p. 102.

Students should factor in issues with time and time management as they develop action plans.

PERSONAL DYNAMICS AND SOCIETY

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify ethical issues associated with utilization of time, investing and personal relationships.

Demonstrate an understanding of the value of paid and unpaid work.

1. To enable students to value unpaid work and to understand the influence of gender on ways of working, teachers could ask students to plan a major activity from start to finish. Students could select an activity that incorporates one or more components of the course such as organizing a sports tournament including an awards banquet. The class could be organized into teams of four for this exercise. Teams could be organized to represent mixed genders and same sex. Each team would work through all the details of each aspect of the tournament such as travel and accommodations, meals and snacks, scheduling games, and planning the awards banquet. Teachers would ask each team to keep track of who is responsible for what, who does what and how long it takes. They would rate the importance of each task and also assign a dollar value.

The class would compare the importance ratings and dollar values arrived at by each team. Are there gender differences? If so, in what way?

2. Teachers could have students find newspaper or magazine articles, news stories or features from TV or radio that pertain to money and investing. Summarize these and present to the class.

3. Teachers could use Case Study #2, *Money Smart* to examine how life choices affect our future. Note: The example used broadens the discussion beyond financial issues.

Teaching Notes and Resources**Suggestions for Assessment**

Statistics Canada: <http://www.statcan.ca/>

1. In an essay, students could discuss the role of paid and unpaid work in society and comment on its impact on personal relationships.

2. Students could develop a plan for a media promotional campaign related to an aspect of personal dynamics. What steps would they follow? What factors are important to recognize in the design and implementation of such a campaign?

3. Students could consider the following case study on credit card use: Sue works part-time and attends college full-time. She has a credit card and uses it frequently. She loves to shop in her spare time. Her limit is \$2000.00. Within three months, she has only \$100.00 remaining and she makes the minimum payment each month.

a) Are her credit card privileges being abused? Explain.

b) How does this affect her?... her family?

c) What can she do to alter her spending habits?

Money Smarts Learning Resource, Women's Policy Office, pp. 10-15.

Technology, Media and Personal Dynamics

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Critically analyse the impacts of technological innovations on time management, finances, and relationships.

Critically analyse the media's portrayal of personal dynamics.

1. In small groups or in a whole class discussion, students could consider the impacts of media such as radio, television, computer games and CD players on the following:
 - 1) how we use time, and
 - 2) the nature of personal relationships with friends and family.
2. Teachers could have students examine a variety of media to determine the messages regarding personal relationships, the use of money, and use of time. Students could present findings to the class. Sources of messages could include magazine advertisements and articles, television commercials and programs, movies, novels and comics.
3. Teachers could have the class generate a list of advantages and disadvantages of personal interaction via the internet.
4. Teachers could have students discuss the messages portrayed by a variety of images gathered from print or electronic media. What messages are sent by the creator? What messages are received by the viewer? What are the intended effects?

Teaching Notes and Resources**Suggestions for Assessment**

The images should be monitored by the teacher for suitable use in class.

1. Students could create a collage, a comic strip, or a skit to portray how technological innovations affect aspects of personal dynamics. They should discuss the message or messages sent.

2. Students could search the Internet for sites related to stress management, time management, relationships, and managing money. They should provide a brief description of the site, identify sites they recommend as good sources of information, and indicate why they recommend them.

LIFE CHOICES AND PERSONAL DYNAMICS

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify careers which encompass or directly relate to time management, financial management, and personal relationships.

Identify skills required to work in areas related to time management, financial management and personal relationships.

1. Teachers could have students investigate a variety of careers in which skills such as communication and dispute resolution as well as management skills are required and/or an asset. Examples of careers: financial planner, sales manager, career counsellor, and coordinator of recreation programs. Provide an overview of what the career or job entails and the types of skills required. Include professional and non-professional careers and jobs.
2. Teachers could have students search the Internet for careers related to financial management, resource and time management, stress management, career and life planning, communications and counselling. As the students view these sites they could make a list of possible careers.
3. Teachers could have students reflect on the knowledge, skills, interests and other personal assets they have. They could ask students the following questions: Which of the careers discussed in this component are suited to you? If you cannot choose from those careers discussed, are there others you would choose? Why? Which time or financial management skills can you bring to this career? Which of the personal relationship skills could you apply? Which skills do you need to work on?
4. Case Study #1, *Money Smarts*, explores immediate life choices faced by young people staying in school or entering the labour market. Students could be encouraged to explore their values, the short- and long-term economic impacts of staying in school and issues such as earning potential.
5. As a class, teachers could have students generate a list of jobs and occupations, then work in small groups to analyse the list of characteristics and qualities of individuals who do these jobs.

Teaching Notes and Resources**Suggestions for Assessment**

CHOICES (occupation exploration program)

1. Students could discuss the possible impacts of career/job choice on personal relationships.
2. Students could select a variety of careers and describe the role that each plays in the areas of time management, financial management, and personal development.

Money Smarts Learning Resource, Women's Policy Office, pp. 6-9.

LIFECHOICES: Healthy & Well, Teacher Resource, #17, p. 24.

Component: Personal Dynamics

PERSONAL DYNAMICS

Titles	Specific Curriculum Outcomes [with identified links to GCOs and KSCOs in Health (H) and Family Studies (FS): Human Development (HD) and Financial Management (FM) and Physical Education (PE)]
Impacts on Personal Dynamics	<p>Demonstrate an understanding of stress and its impacts on individuals, relationships and society. (H-GCO4, KSCO1; FS:HD-GCO2, KSCO2)</p> <p>Demonstrate an understanding of the impacts of cultural values and beliefs on society. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3)</p>
Personal Dynamics and You	<p>Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships. (H-GCO4, KSCO1; FS:HD-GCO1, KSCO5; PE-GCO2, KSCO5)</p> <p>Demonstrate an awareness of the role of emotions on decision making. (H-GCO4, KSCO4; FS:HD-GCO2, KSCO2; PE-GCO6, KSCO3)</p> <p>Identify and participate in activities that reduce stress, are financially viable, and enhance relationships. (H-GCO4, KSCO2; PE-GCO6, KSCO7)</p> <p>Identify and use strategies to balance work, study and leisure time. (H-GCO4, KSCO2; FS:HD-GCO2, KSCO3)</p> <p>Develop a personal action plan which addresses time management, finances and relationships. (H-GCO4, KSCO2; GCO8, KSCO1; FS:HD-GCO2, KSCO5/FM-GCO2, KSCO4)</p>
Personal Dynamics and Society	<p>Identify ethical issues associated with utilization of time, investing and personal relationships. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3/FM-GCO2, KSCO1)</p> <p>Demonstrate an understanding of the value of paid and unpaid work. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3/FM-GCO1, KSCO1)</p>

Technology, Media and Personal Dynamics

Critically analyse the impacts of technological innovations on time management, finances, and relationships. (H-GCO1, KSCO2)

Critically analyse the media's portrayal of personal dynamics. (H-GCO9, KSCO1)

Life Choices and Personal Dynamics

Identify careers which encompass or directly relate to time management, financial management, and personal relationships. (H-GCO9, KSCO3; FS:HD-GCO1, KSCO10/FM-GCO1, KSCO7)

Identify skills required to work in areas related to time management, financial management and personal relationships. (H-GCO9, KSCO3)

IMPACTS ON PERSONAL DYNAMICS

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of stress and its impacts on individuals, relationships and society.

Demonstrate an understanding of the impacts of cultural values and beliefs on society.

1. Introductory activity:
 - a) Reflection/Self-assessment: Teachers could ask students to reflect on what it means to be well. They should take into consideration class discussions, activities, and personal experiences related to the topics already addressed in this course, as well as other topics they feel should be included.
 - b) Using responses generated by individual students, the class should come to a whole group consensus on a definition of what it means to be well.
 - c) Students could generate a short list of major health issues facing them and society.
2. Exploring the issue of stress, teachers could:
 - a) Have the class brainstorm sources and causes of stress in peoples' lives. Make an extensive list of ALL responses.
 - b) Ask students how stress is manifested in our lives. Record responses.
 - c) Reflection/Self-assessment: As an in-class or home assignment, ask students to consider the following questions:
 - i. What causes stress in my life? Note: Students may refer to the list generated in a) above.
 - ii. What are the effects of stress on me? How do I react physically, emotionally, and socially to what is causing me stress?
 - iii. How do these sources of stress interfere with my goals? ... with my daily activities?
 - d) As a class, refer to the list of sources of stress generated in the brainstorming session and categorize the items in the list under the following headings: Money, Time, and Relationships.
 - e) Highlight and comment on positive, effective, and healthy ways that individuals deal with stress. Do these require certain skills and/or resources? Which skills? What resources?
3. Teachers could pose the following questions to students:
 - a) What are the positive and negative effects of stress?
 - b) Describe how the body reacts physically and emotionally to stress.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 26-29, 59-61.

1. Problems in a relationship can develop because of differences in values and the failure to communicate.

A. Students could work in pairs to create a short scenario which illustrates the above statement.

B. They could pose possible strategies to address the situation presented in their scenario.

C. Teachers could direct them to select the best strategy, explain the reason for their choice and describe how to carry it out.

See "A note about BRAINSTORMING", *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 15.

2. Teachers could ask students to select a common conflict in the life of teens, describe it, and suggest how to effectively resolve it.

Major sources of stress are time, money and personal relationships.

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 48-51.

3. Reflection/Self-assessment: Teachers could ask students to reflect on and answer the following questions:

- i. How is the topic of stress relevant to me?
- ii. Do I have the skills that are needed to deal with the stressors in my life? Which skills are needed?

LIFECHOICES: Healthy & Well, Student Resource, p. 33.

LIFECHOICES: Healthy & Well, Teacher Resource, #6, p. 47.

Note: This reflection can be used later when developing an action plan.

Concepts of Physical Fitness with Laboratories, Ch. 20, pp. 246-255.

Note: Teachers should incorporate stress-reduction strategies into the class schedule.

IMPACTS ON PERSONAL DYNAMICS (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of stress and its impacts on individuals, relationships and society.

4. As a class, students could generate a list of ways to deal with stress and make plans to try some of the examples.

Demonstrate an understanding of the impacts of cultural values and beliefs on society.

5. Teachers could have students collect cartoons and quotes related to money, time, and relationships and display them on a class bulletin board. Teachers could ask students what these cartoons and quotes indicate about our values and beliefs, our culture and traditions.

6. Teachers could select a video clip, an article, a documentary or a song to illustrate behaviours and attitudes related to time management, finances, or personal relationships. They could ask students to identify and discuss the messages being given and the values portrayed. The class could continue with a discussion of the prominence of these values and messages in their age group and society in general.

7. The class could brainstorm a list of cultural beliefs and values in our society (in other societies) regarding: time management, money management and personal relationships. They could discuss the impacts of cultural beliefs and values on personal relationships.

8. International Focus: Students would select a country or region and, working in small groups, research social norms and practices regarding personal relationships.

(There is a similar activity with a global focus in each of the other components.)

9. Reflection/Self-assessment: Teachers could have students examine how they spend money.

Teaching Notes and Resources**Suggestions for Assessment**

The following articles in *LIFECHOICES: Healthy & Well*, Student Resource, could be used to generate additional discussion and suggestions:

“Exercise Your Brain”, p. 60; “Mark’s Mental Gymnasium”, pp. 36-37; “Bad Mood? - 25 Ways to Get Out of It”, pp. 58-60; “Self Talk”, p. 61; “67 Ways to Get Physical”, p. 88; “Food and Your Mood”, pp. 42-43.

See “A note about BRAINSTORMING”, *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 15.

LIFECHOICES: Healthy & Well, Teacher Resource, #10, p. 34.

“How well do you manage your money?”, *Money Smarts Learning Resource*, p. 4.

PERSONAL DYNAMICS AND YOU

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

Identify and use strategies to balance work, study and leisure time.

Develop a personal action plan which addresses time management, finances and relationships.

1. Teachers could have students construct a survey or surveys to gauge individual attitudes and behaviours related to time management, stress management, financial management and personal relationships. They could administer the survey(s) to classmates, schoolmates, family members, or members of the community and discuss the results.

2. As a class, students could construct a scenario that describes a problematic situation related to personal relationships, time management or money management. Specific issues could be listed for inclusion in the scenario. Divide students into pairs (females, males, and mixed) to discuss the scenario and propose solutions to the problematic situation. Discuss proposed solutions.

3. In small groups, students would role play a situation to a point of conflict. An example could be two siblings arguing over use of the family vehicle. They would work through the issue and resolve the conflict demonstrating effective communication and negotiation skills.

4. Scenario: Mr. Walters is sitting in the living room when a ball comes through the front window. He looks out the window and sees a group of young people who have been warned repeatedly about playing ball so close to the house. Students could consider the situation and respond to the following:

- a) How might Mr. Walters' emotions at the time the ball comes through the window interfere with his making a sound, rational response to the situation? Conclude the scenario to effectively address the issue.
- b) The following are situations to which young people often react:
 - other siblings borrowing their belongings
 - a brother/sister is eating a favourite food they were saving for later
 - there is no hot water when it is their turn to shower.
- c) What role might emotion play in each of the above situations?
- d) Conclude each situation to effectively address the issue.

5. Using the list of ways to reduce stress from the previous section (#4, p. 80), teachers could carry out some of the activities with students and have them indicate how they enhance both emotional well-being and personal relationships, and how they might be financially viable.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 34-36, 39-41, 45-46.

The teacher may need to identify a range of skills and techniques which could be employed.

1. Reflection/Self-assessment:
Ask students to select an emotion and describe the role that it has played in their life. Has it influenced the decisions they have made related to time management, finances, or relationships?
2. Write a scenario incorporating an issue around goal-setting, decision making, and balancing work, study and leisure. Present it to the class and have classmates suggest resolutions to the scenario.
3. Have students select articles related to this component in which individuals have taken specific actions that impact on health. Have students analyse these actions and comment on their effectiveness. Were the actions health enhancing? If not, what could have been done to make them so?

LIFECHOICES: Healthy & Well, Teacher Resource, #6 A & B, p. 37.

Tracking Moods: In preparation for the assessment activity, # 4, students will track their moods (at least 1 mood per day) for a week.

Background Information, *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 39.

For an alternate format for keeping track of moods and emotions, see *LIFECHOICES: Healthy & Well*, Teacher Resource, #14, p. 48.

Articles to support this activity, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 12-13, 58-61.

4. As a follow-up to tracking moods, students could draft a personal action plan which outlines a range of behaviour options in response to a mood or emotion. Students could carry out the plan, record their responses, and revise or change the plan where necessary. (Note: Allow a 2-week to 1-month period to carry out, evaluate and revise the plan).

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

6. Teachers could have students prepare a list of characteristics that they would want in a relationship. Students would then create a list of the characteristics that they have to offer in a relationship. They should identify and discuss commonalities and differences.

Demonstrate an awareness of the role of emotions on decision making.

7. In small groups or as a class, students could consider strategies for resolving conflicts. Teachers could use role play to engage in a rehearsal of working through a conflict. Teachers should keep a record of the strategies for reference and encourage students to use them when conflicts arise in class, at home, and with friends.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

8. Reflection/Self-assessment: Teachers could have students read the article, "Stop Being So Hard on Yourself" and reflect on how they treat themselves in some situations.

Identify and use strategies to balance work, study and leisure time.

9. Teachers could have students consider the value of self talk. If they engage in self talk, is it helpful?... positive?... negative? Read the article, "Self Talk" and consider its value in contributing to health and well-being.

Develop a personal action plan which addresses time management, finances and relationships.

10. Teachers could ask students to develop a list of expressions about time such as "time will tell", "a stitch in time saves nine", "there's all the time in the world", "time is a river that keeps moving on", and "time and tide wait for no man". Discuss these. How do values and culture influence how we structure and use time?

11. Time is a finite and limited resource.

- a) Teachers could ask students to generate lists for the following: i) ways we lose time and ii) ways to save time.
- b) From the first list, students could identify items which apply to them; from the second list, ask students to identify practices which they might try.

12. Teachers could have students examine how they use time.

- a) Record how they spend each hour for a 24- or 48-hour period.
Note: A pre-designed time sheet may facilitate recording.
- b) Following an examination of the information gathered, students could set long- and short-term goals for their use of time. Where necessary they should break goals into smaller steps. Teachers should ask them to monitor the attainment of the goals.

Teaching Notes and Resources	Suggestions for Assessment
<p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #6, p. 33. “Stop Being So Hard on Yourself”, <i>LIFECHOICES: Healthy & Well</i>, Student Resource, pp. 12-13.</p> <p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #8, p. 33. “Self Talk”, <i>LIFECHOICES: Healthy & Well</i>, Student Resource, p. 61.</p> <p>Note: If sleep doesn’t arise as an issue when discussing time management, teachers should make reference to its importance in maintaining health and well-being. See, <i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, pp. 64-65.</p>	<p>5. a) Students could research an example of planning which resulted in: success and survival, and/or disaster and death. Some examples are: the Hubbard trek in Labrador, Scott’s Artic expedition, the Donner expedition in the United States, the account of living in the early fishing outposts in Newfoundland as recounted in <i>Random Passage</i> by Bernice Morgan, the sinking of the Titanic.</p> <p>b) Students could identify the factors that contributed to the outcome in the example used. Which skills, attitudes, behaviours can be cited as essential to survival in the example used?</p> <p>6. Students could list some life management strategies and indicate how they can be incorporated into their lives.</p> <p>7. Students could describe or demonstrate ways to resolve conflict.</p> <p>8. Students could identify and discuss some of the factors that influence how we use time.</p> <p>9. Reflection/Self-assessment: Teachers could ask students to review and reflect on the skills they have learned in this component of the course. Students should consider how these skills may be used in class, in school, at home, and in the community.</p>

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

Identify and use strategies to balance work, study and leisure time.

Develop a personal action plan which addresses time management, finances and relationships.

13. Action Plan: Students could create a money management plan that involves both spending and saving money.

- a) They should record all sources of income. Then record expenses and categorize these expenses as needs or wants.
- b) For students who did not pay themselves first, i.e., place some of their earnings in savings, teachers could have them come up with a strategy that would enable them to put 10% of earnings into savings.

14. a) Teachers could have students consider time management, money management and managing relationships. When they have questions and problems related to these, where do they get advice and assistance?

- b) The class could discuss the availability, validity, or reliability of the sources of information and help. Then they could create a scenario, or use the following scenarios, to design a list of questions to help obtain the information desired in each scenario.

Scenarios:

- i. You have a part-time job and some money to invest. How do you go about getting information and some sound advice? What questions do you ask?
- ii. You are having a major problem with your girl/boyfriend. S/he is about to call the relationship quits. Where do you go for information and advice? What questions do you ask?
- iii. It's spring and you are preparing for exams, practising for a volleyball championship, working on the yearbook committee, and working at a short-term evening job. Time is suddenly an issue. Where do you go for information and advice? What questions do you ask?

15. As part of getting ready to develop an action plan, teachers could have students identify some activities to reduce stress. Which would be most reasonable and useful for them to try? Why? How?

Teaching Notes and Resources

Sources of income may include: allowances, babysitting money, cash gifts, part-time work, summer employment, scholarships.

Sources of information and assistance may include technology, media, books/libraries, family, friends, professionals, workshops, courses and training sessions.

Background information for Action Plan, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 157-158, 163-165.

Suggestions for Assessment

10. Students could prepare written responses to one of the following statements:

- 1) Your health is your own business and your own responsibility.
- 2) Your health is your wealth.
- 3) An ounce of prevention is worth a pound of cure.

11. Teachers could evaluate student action plans for this component.

Note: The plan will be re-assessed and revised, and will be one component of the student's Personal Strategic Health Plan at the end of the course.

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Note: The following two questions are a continuation of exploring the issue of stress, activity # 2, page 78.

16. Teachers could refer back to the three questions in # 2 c), p. 78, before continuing. They could then have students consider the following:

- How can I develop the skills to achieve my goals?
- Can I develop an action plan to help me deal with stress related to what I have identified?
- Am I able to carry out my plan?
- What did I learn?

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

17. Teachers could explain that the amount of stress a person experiences often depends on their perception of a situation. They should ask students to work in pairs to briefly describe a situation requiring a personal response, reaction or change. The descriptions would be placed in a bag and each pair draws one. In each pair, one student would role play the situation as positive and the other student will role play it as negative. For example, the roles may be of two young people whose school is closing and they have to move to another.

Identify and use strategies to balance work, study and leisure time.

The class could discuss how points of view and disposition affect actions and responses in similar situations.

Develop a personal action plan which addresses time management, finances and relationships.

18. To assist students in working towards a personal action plan, teachers could use Case Study #3, *Money Smarts*, which explores borrowing and saving issues and the realities of living on one's own. The case study features a young person starting out on her own with a full-time job and her own apartment. Her choices and the costs of her situation open up a whole range of money management issues for discussion and exploration.

19. Students could develop a comprehensive, personal action plan with reasonable, realistic goals for the management of the following: time, money, and relationships.

Teaching Notes and Resources**Suggestions for Assessment**

LIFECHOICES: Healthy & Well, Teacher Resource, #9, p. 59.

Money Smarts Learning Resource, Women's Policy Office, pp. 17-20.

Background Information for Action Plans, *LIFE-CHOICES: Healthy & Well*, pp. 163-165.

See "Reflection/Self-assessment", Appendix 1, p. 98.

Note: Teachers could have students complete a "Personal Assessment (CLASS) Survey" as part of their action planning. See Appendix 3, p. 102.

Students should factor in issues with time and time management as they develop action plans.

PERSONAL DYNAMICS AND SOCIETY

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify ethical issues associated with utilization of time, investing and personal relationships.

Demonstrate an understanding of the value of paid and unpaid work.

1. To enable students to value unpaid work and to understand the influence of gender on ways of working, teachers could ask students to plan a major activity from start to finish. Students could select an activity that incorporates one or more components of the course such as organizing a sports tournament including an awards banquet. The class could be organized into teams of four for this exercise. Teams could be organized to represent mixed genders and same sex. Each team would work through all the details of each aspect of the tournament such as travel and accommodations, meals and snacks, scheduling games, and planning the awards banquet. Teachers would ask each team to keep track of who is responsible for what, who does what and how long it takes. They would rate the importance of each task and also assign a dollar value.

The class would compare the importance ratings and dollar values arrived at by each team. Are there gender differences? If so, in what way?

2. Teachers could have students find newspaper or magazine articles, news stories or features from TV or radio that pertain to money and investing. Summarize these and present to the class.

3. Teachers could use Case Study #2, *Money Smart* to examine how life choices affect our future. Note: The example used broadens the discussion beyond financial issues.

Teaching Notes and Resources**Suggestions for Assessment**

Statistics Canada: <http://www.statcan.ca/>

1. In an essay, students could discuss the role of paid and unpaid work in society and comment on its impact on personal relationships.

2. Students could develop a plan for a media promotional campaign related to an aspect of personal dynamics. What steps would they follow? What factors are important to recognize in the design and implementation of such a campaign?

3. Students could consider the following case study on credit card use: Sue works part-time and attends college full-time. She has a credit card and uses it frequently. She loves to shop in her spare time. Her limit is \$2000.00. Within three months, she has only \$100.00 remaining and she makes the minimum payment each month.

a) Are her credit card privileges being abused? Explain.

b) How does this affect her?... her family?

c) What can she do to alter her spending habits?

Money Smarts Learning Resource, Women's Policy Office, pp. 10-15.

Technology, Media and Personal Dynamics

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Critically analyse the impacts of technological innovations on time management, finances, and relationships.

Critically analyse the media's portrayal of personal dynamics.

1. In small groups or in a whole class discussion, students could consider the impacts of media such as radio, television, computer games and CD players on the following:
 - 1) how we use time, and
 - 2) the nature of personal relationships with friends and family.
2. Teachers could have students examine a variety of media to determine the messages regarding personal relationships, the use of money, and use of time. Students could present findings to the class. Sources of messages could include magazine advertisements and articles, television commercials and programs, movies, novels and comics.
3. Teachers could have the class generate a list of advantages and disadvantages of personal interaction via the internet.
4. Teachers could have students discuss the messages portrayed by a variety of images gathered from print or electronic media. What messages are sent by the creator? What messages are received by the viewer? What are the intended effects?

Teaching Notes and Resources**Suggestions for Assessment**

The images should be monitored by the teacher for suitable use in class.

1. Students could create a collage, a comic strip, or a skit to portray how technological innovations affect aspects of personal dynamics. They should discuss the message or messages sent.

2. Students could search the Internet for sites related to stress management, time management, relationships, and managing money. They should provide a brief description of the site, identify sites they recommend as good sources of information, and indicate why they recommend them.

LIFE CHOICES AND PERSONAL DYNAMICS

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify careers which encompass or directly relate to time management, financial management, and personal relationships.

Identify skills required to work in areas related to time management, financial management and personal relationships.

1. Teachers could have students investigate a variety of careers in which skills such as communication and dispute resolution as well as management skills are required and/or an asset. Examples of careers: financial planner, sales manager, career counsellor, and coordinator of recreation programs. Provide an overview of what the career or job entails and the types of skills required. Include professional and non-professional careers and jobs.
2. Teachers could have students search the Internet for careers related to financial management, resource and time management, stress management, career and life planning, communications and counselling. As the students view these sites they could make a list of possible careers.
3. Teachers could have students reflect on the knowledge, skills, interests and other personal assets they have. They could ask students the following questions: Which of the careers discussed in this component are suited to you? If you cannot choose from those careers discussed, are there others you would choose? Why? Which time or financial management skills can you bring to this career? Which of the personal relationship skills could you apply? Which skills do you need to work on?
4. Case Study #1, *Money Smarts*, explores immediate life choices faced by young people staying in school or entering the labour market. Students could be encouraged to explore their values, the short- and long-term economic impacts of staying in school and issues such as earning potential.
5. As a class, teachers could have students generate a list of jobs and occupations, then work in small groups to analyse the list of characteristics and qualities of individuals who do these jobs.

Teaching Notes and Resources**Suggestions for Assessment**

CHOICES (occupation exploration program)

1. Students could discuss the possible impacts of career/job choice on personal relationships.
2. Students could select a variety of careers and describe the role that each plays in the areas of time management, financial management, and personal development.

Money Smarts Learning Resource, Women's Policy Office, pp. 6-9.

LIFECHOICES: Healthy & Well, Teacher Resource, #17, p. 24.

Component: Personal Dynamics

PERSONAL DYNAMICS

Titles	Specific Curriculum Outcomes [with identified links to GCOs and KSCOs in Health (H) and Family Studies (FS): Human Development (HD) and Financial Management (FM) and Physical Education (PE)]
Impacts on Personal Dynamics	<p>Demonstrate an understanding of stress and its impacts on individuals, relationships and society. (H-GCO4, KSCO1; FS:HD-GCO2, KSCO2)</p> <p>Demonstrate an understanding of the impacts of cultural values and beliefs on society. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3)</p>
Personal Dynamics and You	<p>Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships. (H-GCO4, KSCO1; FS:HD-GCO1, KSCO5; PE-GCO2, KSCO5)</p> <p>Demonstrate an awareness of the role of emotions on decision making. (H-GCO4, KSCO4; FS:HD-GCO2, KSCO2; PE-GCO6, KSCO3)</p> <p>Identify and participate in activities that reduce stress, are financially viable, and enhance relationships. (H-GCO4, KSCO2; PE-GCO6, KSCO7)</p> <p>Identify and use strategies to balance work, study and leisure time. (H-GCO4, KSCO2; FS:HD-GCO2, KSCO3)</p> <p>Develop a personal action plan which addresses time management, finances and relationships. (H-GCO4, KSCO2; GCO8, KSCO1; FS:HD-GCO2, KSCO5/FM-GCO2, KSCO4)</p>
Personal Dynamics and Society	<p>Identify ethical issues associated with utilization of time, investing and personal relationships. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3/FM-GCO2, KSCO1)</p> <p>Demonstrate an understanding of the value of paid and unpaid work. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3/FM-GCO1, KSCO1)</p>

Technology, Media and Personal Dynamics

Critically analyse the impacts of technological innovations on time management, finances, and relationships. (H-GCO1, KSCO2)

Critically analyse the media's portrayal of personal dynamics. (H-GCO9, KSCO1)

Life Choices and Personal Dynamics

Identify careers which encompass or directly relate to time management, financial management, and personal relationships. (H-GCO9, KSCO3; FS:HD-GCO1, KSCO10/FM-GCO1, KSCO7)

Identify skills required to work in areas related to time management, financial management and personal relationships. (H-GCO9, KSCO3)

IMPACTS ON PERSONAL DYNAMICS

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of stress and its impacts on individuals, relationships and society.

Demonstrate an understanding of the impacts of cultural values and beliefs on society.

1. Introductory activity:
 - a) Reflection/Self-assessment: Teachers could ask students to reflect on what it means to be well. They should take into consideration class discussions, activities, and personal experiences related to the topics already addressed in this course, as well as other topics they feel should be included.
 - b) Using responses generated by individual students, the class should come to a whole group consensus on a definition of what it means to be well.
 - c) Students could generate a short list of major health issues facing them and society.
2. Exploring the issue of stress, teachers could:
 - a) Have the class brainstorm sources and causes of stress in peoples' lives. Make an extensive list of ALL responses.
 - b) Ask students how stress is manifested in our lives. Record responses.
 - c) Reflection/Self-assessment: As an in-class or home assignment, ask students to consider the following questions:
 - i. What causes stress in my life? Note: Students may refer to the list generated in a) above.
 - ii. What are the effects of stress on me? How do I react physically, emotionally, and socially to what is causing me stress?
 - iii. How do these sources of stress interfere with my goals? ... with my daily activities?
 - d) As a class, refer to the list of sources of stress generated in the brainstorming session and categorize the items in the list under the following headings: Money, Time, and Relationships.
 - e) Highlight and comment on positive, effective, and healthy ways that individuals deal with stress. Do these require certain skills and/or resources? Which skills? What resources?
3. Teachers could pose the following questions to students:
 - a) What are the positive and negative effects of stress?
 - b) Describe how the body reacts physically and emotionally to stress.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 26-29, 59-61.

1. Problems in a relationship can develop because of differences in values and the failure to communicate.

A. Students could work in pairs to create a short scenario which illustrates the above statement.

B. They could pose possible strategies to address the situation presented in their scenario.

C. Teachers could direct them to select the best strategy, explain the reason for their choice and describe how to carry it out.

See "A note about BRAINSTORMING", *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 15.

2. Teachers could ask students to select a common conflict in the life of teens, describe it, and suggest how to effectively resolve it.

Major sources of stress are time, money and personal relationships.

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 48-51.

3. Reflection/Self-assessment: Teachers could ask students to reflect on and answer the following questions:

- i. How is the topic of stress relevant to me?
- ii. Do I have the skills that are needed to deal with the stressors in my life? Which skills are needed?

LIFECHOICES: Healthy & Well, Student Resource, p. 33.

LIFECHOICES: Healthy & Well, Teacher Resource, #6, p. 47.

Note: This reflection can be used later when developing an action plan.

Concepts of Physical Fitness with Laboratories, Ch. 20, pp. 246-255.

Note: Teachers should incorporate stress-reduction strategies into the class schedule.

IMPACTS ON PERSONAL DYNAMICS (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of stress and its impacts on individuals, relationships and society.

4. As a class, students could generate a list of ways to deal with stress and make plans to try some of the examples.

Demonstrate an understanding of the impacts of cultural values and beliefs on society.

5. Teachers could have students collect cartoons and quotes related to money, time, and relationships and display them on a class bulletin board. Teachers could ask students what these cartoons and quotes indicate about our values and beliefs, our culture and traditions.

6. Teachers could select a video clip, an article, a documentary or a song to illustrate behaviours and attitudes related to time management, finances, or personal relationships. They could ask students to identify and discuss the messages being given and the values portrayed. The class could continue with a discussion of the prominence of these values and messages in their age group and society in general.

7. The class could brainstorm a list of cultural beliefs and values in our society (in other societies) regarding: time management, money management and personal relationships. They could discuss the impacts of cultural beliefs and values on personal relationships.

8. International Focus: Students would select a country or region and, working in small groups, research social norms and practices regarding personal relationships.

(There is a similar activity with a global focus in each of the other components.)

9. Reflection/Self-assessment: Teachers could have students examine how they spend money.

Teaching Notes and Resources**Suggestions for Assessment**

The following articles in *LIFECHOICES: Healthy & Well*, Student Resource, could be used to generate additional discussion and suggestions:

“Exercise Your Brain”, p. 60; “Mark’s Mental Gymnasium”, pp. 36-37; “Bad Mood? - 25 Ways to Get Out of It”, pp. 58-60; “Self Talk”, p. 61; “67 Ways to Get Physical”, p. 88; “Food and Your Mood”, pp. 42-43.

See “A note about BRAINSTORMING”, *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 15.

LIFECHOICES: Healthy & Well, Teacher Resource, #10, p. 34.

“How well do you manage your money?”, *Money Smarts Learning Resource*, p. 4.

PERSONAL DYNAMICS AND YOU

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

Identify and use strategies to balance work, study and leisure time.

Develop a personal action plan which addresses time management, finances and relationships.

1. Teachers could have students construct a survey or surveys to gauge individual attitudes and behaviours related to time management, stress management, financial management and personal relationships. They could administer the survey(s) to classmates, schoolmates, family members, or members of the community and discuss the results.

2. As a class, students could construct a scenario that describes a problematic situation related to personal relationships, time management or money management. Specific issues could be listed for inclusion in the scenario. Divide students into pairs (females, males, and mixed) to discuss the scenario and propose solutions to the problematic situation. Discuss proposed solutions.

3. In small groups, students would role play a situation to a point of conflict. An example could be two siblings arguing over use of the family vehicle. They would work through the issue and resolve the conflict demonstrating effective communication and negotiation skills.

4. Scenario: Mr. Walters is sitting in the living room when a ball comes through the front window. He looks out the window and sees a group of young people who have been warned repeatedly about playing ball so close to the house. Students could consider the situation and respond to the following:

- a) How might Mr. Walters' emotions at the time the ball comes through the window interfere with his making a sound, rational response to the situation? Conclude the scenario to effectively address the issue.
- b) The following are situations to which young people often react:
 - other siblings borrowing their belongings
 - a brother/sister is eating a favourite food they were saving for later
 - there is no hot water when it is their turn to shower.
- c) What role might emotion play in each of the above situations?
- d) Conclude each situation to effectively address the issue.

5. Using the list of ways to reduce stress from the previous section (#4, p. 80), teachers could carry out some of the activities with students and have them indicate how they enhance both emotional well-being and personal relationships, and how they might be financially viable.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 34-36, 39-41, 45-46.

The teacher may need to identify a range of skills and techniques which could be employed.

1. Reflection/Self-assessment:
Ask students to select an emotion and describe the role that it has played in their life. Has it influenced the decisions they have made related to time management, finances, or relationships?
2. Write a scenario incorporating an issue around goal-setting, decision making, and balancing work, study and leisure. Present it to the class and have classmates suggest resolutions to the scenario.
3. Have students select articles related to this component in which individuals have taken specific actions that impact on health. Have students analyse these actions and comment on their effectiveness. Were the actions health enhancing? If not, what could have been done to make them so?

LIFECHOICES: Healthy & Well, Teacher Resource, #6 A & B, p. 37.

Tracking Moods: In preparation for the assessment activity, # 4, students will track their moods (at least 1 mood per day) for a week.

Background Information, *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 39.

For an alternate format for keeping track of moods and emotions, see *LIFECHOICES: Healthy & Well*, Teacher Resource, #14, p. 48.

Articles to support this activity, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 12-13, 58-61.

4. As a follow-up to tracking moods, students could draft a personal action plan which outlines a range of behaviour options in response to a mood or emotion. Students could carry out the plan, record their responses, and revise or change the plan where necessary. (Note: Allow a 2-week to 1-month period to carry out, evaluate and revise the plan).

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

6. Teachers could have students prepare a list of characteristics that they would want in a relationship. Students would then create a list of the characteristics that they have to offer in a relationship. They should identify and discuss commonalities and differences.

Demonstrate an awareness of the role of emotions on decision making.

7. In small groups or as a class, students could consider strategies for resolving conflicts. Teachers could use role play to engage in a rehearsal of working through a conflict. Teachers should keep a record of the strategies for reference and encourage students to use them when conflicts arise in class, at home, and with friends.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

8. Reflection/Self-assessment: Teachers could have students read the article, "Stop Being So Hard on Yourself" and reflect on how they treat themselves in some situations.

Identify and use strategies to balance work, study and leisure time.

9. Teachers could have students consider the value of self talk. If they engage in self talk, is it helpful?... positive?... negative? Read the article, "Self Talk" and consider its value in contributing to health and well-being.

Develop a personal action plan which addresses time management, finances and relationships.

10. Teachers could ask students to develop a list of expressions about time such as "time will tell", "a stitch in time saves nine", "there's all the time in the world", "time is a river that keeps moving on", and "time and tide wait for no man". Discuss these. How do values and culture influence how we structure and use time?

11. Time is a finite and limited resource.

- a) Teachers could ask students to generate lists for the following: i) ways we lose time and ii) ways to save time.
- b) From the first list, students could identify items which apply to them; from the second list, ask students to identify practices which they might try.

12. Teachers could have students examine how they use time.

- a) Record how they spend each hour for a 24- or 48-hour period.
Note: A pre-designed time sheet may facilitate recording.
- b) Following an examination of the information gathered, students could set long- and short-term goals for their use of time. Where necessary they should break goals into smaller steps. Teachers should ask them to monitor the attainment of the goals.

Teaching Notes and Resources	Suggestions for Assessment
<p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #6, p. 33. “Stop Being So Hard on Yourself”, <i>LIFECHOICES: Healthy & Well</i>, Student Resource, pp. 12-13.</p> <p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #8, p. 33. “Self Talk”, <i>LIFECHOICES: Healthy & Well</i>, Student Resource, p. 61.</p> <p>Note: If sleep doesn’t arise as an issue when discussing time management, teachers should make reference to its importance in maintaining health and well-being. See, <i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, pp. 64-65.</p>	<p>5. a) Students could research an example of planning which resulted in: success and survival, and/or disaster and death. Some examples are: the Hubbard trek in Labrador, Scott’s Artic expedition, the Donner expedition in the United States, the account of living in the early fishing outposts in Newfoundland as recounted in <i>Random Passage</i> by Bernice Morgan, the sinking of the Titanic.</p> <p>b) Students could identify the factors that contributed to the outcome in the example used. Which skills, attitudes, behaviours can be cited as essential to survival in the example used?</p> <p>6. Students could list some life management strategies and indicate how they can be incorporated into their lives.</p> <p>7. Students could describe or demonstrate ways to resolve conflict.</p> <p>8. Students could identify and discuss some of the factors that influence how we use time.</p> <p>9. Reflection/Self-assessment: Teachers could ask students to review and reflect on the skills they have learned in this component of the course. Students should consider how these skills may be used in class, in school, at home, and in the community.</p>

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

Identify and use strategies to balance work, study and leisure time.

Develop a personal action plan which addresses time management, finances and relationships.

13. Action Plan: Students could create a money management plan that involves both spending and saving money.

- a) They should record all sources of income. Then record expenses and categorize these expenses as needs or wants.
- b) For students who did not pay themselves first, i.e., place some of their earnings in savings, teachers could have them come up with a strategy that would enable them to put 10% of earnings into savings.

14. a) Teachers could have students consider time management, money management and managing relationships. When they have questions and problems related to these, where do they get advice and assistance?

- b) The class could discuss the availability, validity, or reliability of the sources of information and help. Then they could create a scenario, or use the following scenarios, to design a list of questions to help obtain the information desired in each scenario.

Scenarios:

- i. You have a part-time job and some money to invest. How do you go about getting information and some sound advice? What questions do you ask?
- ii. You are having a major problem with your girl/boyfriend. S/he is about to call the relationship quits. Where do you go for information and advice? What questions do you ask?
- iii. It's spring and you are preparing for exams, practising for a volleyball championship, working on the yearbook committee, and working at a short-term evening job. Time is suddenly an issue. Where do you go for information and advice? What questions do you ask?

15. As part of getting ready to develop an action plan, teachers could have students identify some activities to reduce stress. Which would be most reasonable and useful for them to try? Why? How?

Teaching Notes and Resources

Sources of income may include: allowances, babysitting money, cash gifts, part-time work, summer employment, scholarships.

Sources of information and assistance may include technology, media, books/libraries, family, friends, professionals, workshops, courses and training sessions.

Background information for Action Plan, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 157-158, 163-165.

Suggestions for Assessment

10. Students could prepare written responses to one of the following statements:

- 1) Your health is your own business and your own responsibility.
- 2) Your health is your wealth.
- 3) An ounce of prevention is worth a pound of cure.

11. Teachers could evaluate student action plans for this component.

Note: The plan will be re-assessed and revised, and will be one component of the student's Personal Strategic Health Plan at the end of the course.

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Note: The following two questions are a continuation of exploring the issue of stress, activity # 2, page 78.

16. Teachers could refer back to the three questions in # 2 c), p. 78, before continuing. They could then have students consider the following:

- How can I develop the skills to achieve my goals?
- Can I develop an action plan to help me deal with stress related to what I have identified?
- Am I able to carry out my plan?
- What did I learn?

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

17. Teachers could explain that the amount of stress a person experiences often depends on their perception of a situation. They should ask students to work in pairs to briefly describe a situation requiring a personal response, reaction or change. The descriptions would be placed in a bag and each pair draws one. In each pair, one student would role play the situation as positive and the other student will role play it as negative. For example, the roles may be of two young people whose school is closing and they have to move to another.

Identify and use strategies to balance work, study and leisure time.

The class could discuss how points of view and disposition affect actions and responses in similar situations.

Develop a personal action plan which addresses time management, finances and relationships.

18. To assist students in working towards a personal action plan, teachers could use Case Study #3, *Money Smarts*, which explores borrowing and saving issues and the realities of living on one's own. The case study features a young person starting out on her own with a full-time job and her own apartment. Her choices and the costs of her situation open up a whole range of money management issues for discussion and exploration.

19. Students could develop a comprehensive, personal action plan with reasonable, realistic goals for the management of the following: time, money, and relationships.

Teaching Notes and Resources**Suggestions for Assessment**

LIFECHOICES: Healthy & Well, Teacher Resource, #9, p. 59.

Money Smarts Learning Resource, Women's Policy Office, pp. 17-20.

Background Information for Action Plans, *LIFE-CHOICES: Healthy & Well*, pp. 163-165.

See "Reflection/Self-assessment", Appendix 1, p. 98.

Note: Teachers could have students complete a "Personal Assessment (CLASS) Survey" as part of their action planning. See Appendix 3, p. 102.

Students should factor in issues with time and time management as they develop action plans.

PERSONAL DYNAMICS AND SOCIETY

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify ethical issues associated with utilization of time, investing and personal relationships.

Demonstrate an understanding of the value of paid and unpaid work.

1. To enable students to value unpaid work and to understand the influence of gender on ways of working, teachers could ask students to plan a major activity from start to finish. Students could select an activity that incorporates one or more components of the course such as organizing a sports tournament including an awards banquet. The class could be organized into teams of four for this exercise. Teams could be organized to represent mixed genders and same sex. Each team would work through all the details of each aspect of the tournament such as travel and accommodations, meals and snacks, scheduling games, and planning the awards banquet. Teachers would ask each team to keep track of who is responsible for what, who does what and how long it takes. They would rate the importance of each task and also assign a dollar value.

The class would compare the importance ratings and dollar values arrived at by each team. Are there gender differences? If so, in what way?

2. Teachers could have students find newspaper or magazine articles, news stories or features from TV or radio that pertain to money and investing. Summarize these and present to the class.

3. Teachers could use Case Study #2, *Money Smart* to examine how life choices affect our future. Note: The example used broadens the discussion beyond financial issues.

Teaching Notes and Resources**Suggestions for Assessment**

Statistics Canada: <http://www.statcan.ca/>

1. In an essay, students could discuss the role of paid and unpaid work in society and comment on its impact on personal relationships.

2. Students could develop a plan for a media promotional campaign related to an aspect of personal dynamics. What steps would they follow? What factors are important to recognize in the design and implementation of such a campaign?

3. Students could consider the following case study on credit card use: Sue works part-time and attends college full-time. She has a credit card and uses it frequently. She loves to shop in her spare time. Her limit is \$2000.00. Within three months, she has only \$100.00 remaining and she makes the minimum payment each month.

a) Are her credit card privileges being abused? Explain.

b) How does this affect her?... her family?

c) What can she do to alter her spending habits?

Money Smarts Learning Resource, Women's Policy Office, pp. 10-15.

Technology, Media and Personal Dynamics

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Critically analyse the impacts of technological innovations on time management, finances, and relationships.

Critically analyse the media's portrayal of personal dynamics.

1. In small groups or in a whole class discussion, students could consider the impacts of media such as radio, television, computer games and CD players on the following:
 - 1) how we use time, and
 - 2) the nature of personal relationships with friends and family.
2. Teachers could have students examine a variety of media to determine the messages regarding personal relationships, the use of money, and use of time. Students could present findings to the class. Sources of messages could include magazine advertisements and articles, television commercials and programs, movies, novels and comics.
3. Teachers could have the class generate a list of advantages and disadvantages of personal interaction via the internet.
4. Teachers could have students discuss the messages portrayed by a variety of images gathered from print or electronic media. What messages are sent by the creator? What messages are received by the viewer? What are the intended effects?

Teaching Notes and Resources**Suggestions for Assessment**

The images should be monitored by the teacher for suitable use in class.

1. Students could create a collage, a comic strip, or a skit to portray how technological innovations affect aspects of personal dynamics. They should discuss the message or messages sent.

2. Students could search the Internet for sites related to stress management, time management, relationships, and managing money. They should provide a brief description of the site, identify sites they recommend as good sources of information, and indicate why they recommend them.

LIFE CHOICES AND PERSONAL DYNAMICS

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify careers which encompass or directly relate to time management, financial management, and personal relationships.

Identify skills required to work in areas related to time management, financial management and personal relationships.

1. Teachers could have students investigate a variety of careers in which skills such as communication and dispute resolution as well as management skills are required and/or an asset. Examples of careers: financial planner, sales manager, career counsellor, and coordinator of recreation programs. Provide an overview of what the career or job entails and the types of skills required. Include professional and non-professional careers and jobs.
2. Teachers could have students search the Internet for careers related to financial management, resource and time management, stress management, career and life planning, communications and counselling. As the students view these sites they could make a list of possible careers.
3. Teachers could have students reflect on the knowledge, skills, interests and other personal assets they have. They could ask students the following questions: Which of the careers discussed in this component are suited to you? If you cannot choose from those careers discussed, are there others you would choose? Why? Which time or financial management skills can you bring to this career? Which of the personal relationship skills could you apply? Which skills do you need to work on?
4. Case Study #1, *Money Smarts*, explores immediate life choices faced by young people staying in school or entering the labour market. Students could be encouraged to explore their values, the short- and long-term economic impacts of staying in school and issues such as earning potential.
5. As a class, teachers could have students generate a list of jobs and occupations, then work in small groups to analyse the list of characteristics and qualities of individuals who do these jobs.

Teaching Notes and Resources**Suggestions for Assessment**

CHOICES (occupation exploration program)

1. Students could discuss the possible impacts of career/job choice on personal relationships.
2. Students could select a variety of careers and describe the role that each plays in the areas of time management, financial management, and personal development.

Money Smarts Learning Resource, Women's Policy Office, pp. 6-9.

LIFECHOICES: Healthy & Well, Teacher Resource, #17, p. 24.

Component: Personal Dynamics

PERSONAL DYNAMICS

Titles	Specific Curriculum Outcomes [with identified links to GCOs and KSCOs in Health (H) and Family Studies (FS): Human Development (HD) and Financial Management (FM) and Physical Education (PE)]
Impacts on Personal Dynamics	<p>Demonstrate an understanding of stress and its impacts on individuals, relationships and society. (H-GCO4, KSCO1; FS:HD-GCO2, KSCO2)</p> <p>Demonstrate an understanding of the impacts of cultural values and beliefs on society. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3)</p>
Personal Dynamics and You	<p>Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships. (H-GCO4, KSCO1; FS:HD-GCO1, KSCO5; PE-GCO2, KSCO5)</p> <p>Demonstrate an awareness of the role of emotions on decision making. (H-GCO4, KSCO4; FS:HD-GCO2, KSCO2; PE-GCO6, KSCO3)</p> <p>Identify and participate in activities that reduce stress, are financially viable, and enhance relationships. (H-GCO4, KSCO2; PE-GCO6, KSCO7)</p> <p>Identify and use strategies to balance work, study and leisure time. (H-GCO4, KSCO2; FS:HD-GCO2, KSCO3)</p> <p>Develop a personal action plan which addresses time management, finances and relationships. (H-GCO4, KSCO2; GCO8, KSCO1; FS:HD-GCO2, KSCO5/FM-GCO2, KSCO4)</p>
Personal Dynamics and Society	<p>Identify ethical issues associated with utilization of time, investing and personal relationships. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3/FM-GCO2, KSCO1)</p> <p>Demonstrate an understanding of the value of paid and unpaid work. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3/FM-GCO1, KSCO1)</p>

Technology, Media and Personal Dynamics

Critically analyse the impacts of technological innovations on time management, finances, and relationships. (H-GCO1, KSCO2)

Critically analyse the media's portrayal of personal dynamics. (H-GCO9, KSCO1)

Life Choices and Personal Dynamics

Identify careers which encompass or directly relate to time management, financial management, and personal relationships. (H-GCO9, KSCO3; FS:HD-GCO1, KSCO10/FM-GCO1, KSCO7)

Identify skills required to work in areas related to time management, financial management and personal relationships. (H-GCO9, KSCO3)

IMPACTS ON PERSONAL DYNAMICS

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of stress and its impacts on individuals, relationships and society.

Demonstrate an understanding of the impacts of cultural values and beliefs on society.

1. Introductory activity:
 - a) Reflection/Self-assessment: Teachers could ask students to reflect on what it means to be well. They should take into consideration class discussions, activities, and personal experiences related to the topics already addressed in this course, as well as other topics they feel should be included.
 - b) Using responses generated by individual students, the class should come to a whole group consensus on a definition of what it means to be well.
 - c) Students could generate a short list of major health issues facing them and society.
2. Exploring the issue of stress, teachers could:
 - a) Have the class brainstorm sources and causes of stress in peoples' lives. Make an extensive list of ALL responses.
 - b) Ask students how stress is manifested in our lives. Record responses.
 - c) Reflection/Self-assessment: As an in-class or home assignment, ask students to consider the following questions:
 - i. What causes stress in my life? Note: Students may refer to the list generated in a) above.
 - ii. What are the effects of stress on me? How do I react physically, emotionally, and socially to what is causing me stress?
 - iii. How do these sources of stress interfere with my goals? ... with my daily activities?
 - d) As a class, refer to the list of sources of stress generated in the brainstorming session and categorize the items in the list under the following headings: Money, Time, and Relationships.
 - e) Highlight and comment on positive, effective, and healthy ways that individuals deal with stress. Do these require certain skills and/or resources? Which skills? What resources?
3. Teachers could pose the following questions to students:
 - a) What are the positive and negative effects of stress?
 - b) Describe how the body reacts physically and emotionally to stress.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 26-29, 59-61.

1. Problems in a relationship can develop because of differences in values and the failure to communicate.

A. Students could work in pairs to create a short scenario which illustrates the above statement.

B. They could pose possible strategies to address the situation presented in their scenario.

C. Teachers could direct them to select the best strategy, explain the reason for their choice and describe how to carry it out.

See "A note about BRAINSTORMING", *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 15.

2. Teachers could ask students to select a common conflict in the life of teens, describe it, and suggest how to effectively resolve it.

Major sources of stress are time, money and personal relationships.

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 48-51.

3. Reflection/Self-assessment: Teachers could ask students to reflect on and answer the following questions:

- i. How is the topic of stress relevant to me?
- ii. Do I have the skills that are needed to deal with the stressors in my life? Which skills are needed?

LIFECHOICES: Healthy & Well, Student Resource, p. 33.

LIFECHOICES: Healthy & Well, Teacher Resource, #6, p. 47.

Note: This reflection can be used later when developing an action plan.

Concepts of Physical Fitness with Laboratories, Ch. 20, pp. 246-255.

Note: Teachers should incorporate stress-reduction strategies into the class schedule.

IMPACTS ON PERSONAL DYNAMICS (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of stress and its impacts on individuals, relationships and society.

4. As a class, students could generate a list of ways to deal with stress and make plans to try some of the examples.

Demonstrate an understanding of the impacts of cultural values and beliefs on society.

5. Teachers could have students collect cartoons and quotes related to money, time, and relationships and display them on a class bulletin board. Teachers could ask students what these cartoons and quotes indicate about our values and beliefs, our culture and traditions.

6. Teachers could select a video clip, an article, a documentary or a song to illustrate behaviours and attitudes related to time management, finances, or personal relationships. They could ask students to identify and discuss the messages being given and the values portrayed. The class could continue with a discussion of the prominence of these values and messages in their age group and society in general.

7. The class could brainstorm a list of cultural beliefs and values in our society (in other societies) regarding: time management, money management and personal relationships. They could discuss the impacts of cultural beliefs and values on personal relationships.

8. International Focus: Students would select a country or region and, working in small groups, research social norms and practices regarding personal relationships.

(There is a similar activity with a global focus in each of the other components.)

9. Reflection/Self-assessment: Teachers could have students examine how they spend money.

Teaching Notes and Resources**Suggestions for Assessment**

The following articles in *LIFECHOICES: Healthy & Well*, Student Resource, could be used to generate additional discussion and suggestions:

“Exercise Your Brain”, p. 60; “Mark’s Mental Gymnasium”, pp. 36-37; “Bad Mood? - 25 Ways to Get Out of It”, pp. 58-60; “Self Talk”, p. 61; “67 Ways to Get Physical”, p. 88; “Food and Your Mood”, pp. 42-43.

See “A note about BRAINSTORMING”, *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 15.

LIFECHOICES: Healthy & Well, Teacher Resource, #10, p. 34.

“How well do you manage your money?”, *Money Smarts Learning Resource*, p. 4.

PERSONAL DYNAMICS AND YOU

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

Identify and use strategies to balance work, study and leisure time.

Develop a personal action plan which addresses time management, finances and relationships.

1. Teachers could have students construct a survey or surveys to gauge individual attitudes and behaviours related to time management, stress management, financial management and personal relationships. They could administer the survey(s) to classmates, schoolmates, family members, or members of the community and discuss the results.

2. As a class, students could construct a scenario that describes a problematic situation related to personal relationships, time management or money management. Specific issues could be listed for inclusion in the scenario. Divide students into pairs (females, males, and mixed) to discuss the scenario and propose solutions to the problematic situation. Discuss proposed solutions.

3. In small groups, students would role play a situation to a point of conflict. An example could be two siblings arguing over use of the family vehicle. They would work through the issue and resolve the conflict demonstrating effective communication and negotiation skills.

4. Scenario: Mr. Walters is sitting in the living room when a ball comes through the front window. He looks out the window and sees a group of young people who have been warned repeatedly about playing ball so close to the house. Students could consider the situation and respond to the following:

- a) How might Mr. Walters' emotions at the time the ball comes through the window interfere with his making a sound, rational response to the situation? Conclude the scenario to effectively address the issue.
- b) The following are situations to which young people often react:
 - other siblings borrowing their belongings
 - a brother/sister is eating a favourite food they were saving for later
 - there is no hot water when it is their turn to shower.
- c) What role might emotion play in each of the above situations?
- d) Conclude each situation to effectively address the issue.

5. Using the list of ways to reduce stress from the previous section (#4, p. 80), teachers could carry out some of the activities with students and have them indicate how they enhance both emotional well-being and personal relationships, and how they might be financially viable.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 34-36, 39-41, 45-46.

The teacher may need to identify a range of skills and techniques which could be employed.

1. Reflection/Self-assessment:
Ask students to select an emotion and describe the role that it has played in their life. Has it influenced the decisions they have made related to time management, finances, or relationships?
2. Write a scenario incorporating an issue around goal-setting, decision making, and balancing work, study and leisure. Present it to the class and have classmates suggest resolutions to the scenario.
3. Have students select articles related to this component in which individuals have taken specific actions that impact on health. Have students analyse these actions and comment on their effectiveness. Were the actions health enhancing? If not, what could have been done to make them so?

LIFECHOICES: Healthy & Well, Teacher Resource, #6 A & B, p. 37.

Tracking Moods: In preparation for the assessment activity, # 4, students will track their moods (at least 1 mood per day) for a week.

Background Information, *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 39.

For an alternate format for keeping track of moods and emotions, see *LIFECHOICES: Healthy & Well*, Teacher Resource, #14, p. 48.

Articles to support this activity, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 12-13, 58-61.

4. As a follow-up to tracking moods, students could draft a personal action plan which outlines a range of behaviour options in response to a mood or emotion. Students could carry out the plan, record their responses, and revise or change the plan where necessary. (Note: Allow a 2-week to 1-month period to carry out, evaluate and revise the plan).

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

6. Teachers could have students prepare a list of characteristics that they would want in a relationship. Students would then create a list of the characteristics that they have to offer in a relationship. They should identify and discuss commonalities and differences.

Demonstrate an awareness of the role of emotions on decision making.

7. In small groups or as a class, students could consider strategies for resolving conflicts. Teachers could use role play to engage in a rehearsal of working through a conflict. Teachers should keep a record of the strategies for reference and encourage students to use them when conflicts arise in class, at home, and with friends.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

8. Reflection/Self-assessment: Teachers could have students read the article, "Stop Being So Hard on Yourself" and reflect on how they treat themselves in some situations.

Identify and use strategies to balance work, study and leisure time.

9. Teachers could have students consider the value of self talk. If they engage in self talk, is it helpful?... positive?... negative? Read the article, "Self Talk" and consider its value in contributing to health and well-being.

Develop a personal action plan which addresses time management, finances and relationships.

10. Teachers could ask students to develop a list of expressions about time such as "time will tell", "a stitch in time saves nine", "there's all the time in the world", "time is a river that keeps moving on", and "time and tide wait for no man". Discuss these. How do values and culture influence how we structure and use time?

11. Time is a finite and limited resource.

- a) Teachers could ask students to generate lists for the following: i) ways we lose time and ii) ways to save time.
- b) From the first list, students could identify items which apply to them; from the second list, ask students to identify practices which they might try.

12. Teachers could have students examine how they use time.

- a) Record how they spend each hour for a 24- or 48-hour period.
Note: A pre-designed time sheet may facilitate recording.
- b) Following an examination of the information gathered, students could set long- and short-term goals for their use of time. Where necessary they should break goals into smaller steps. Teachers should ask them to monitor the attainment of the goals.

Teaching Notes and Resources	Suggestions for Assessment
<p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #6, p. 33. “Stop Being So Hard on Yourself”, <i>LIFECHOICES: Healthy & Well</i>, Student Resource, pp. 12-13.</p> <p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #8, p. 33. “Self Talk”, <i>LIFECHOICES: Healthy & Well</i>, Student Resource, p. 61.</p> <p>Note: If sleep doesn’t arise as an issue when discussing time management, teachers should make reference to its importance in maintaining health and well-being. See, <i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, pp. 64-65.</p>	<p>5. a) Students could research an example of planning which resulted in: success and survival, and/or disaster and death. Some examples are: the Hubbard trek in Labrador, Scott’s Artic expedition, the Donner expedition in the United States, the account of living in the early fishing outposts in Newfoundland as recounted in <i>Random Passage</i> by Bernice Morgan, the sinking of the Titanic.</p> <p>b) Students could identify the factors that contributed to the outcome in the example used. Which skills, attitudes, behaviours can be cited as essential to survival in the example used?</p> <p>6. Students could list some life management strategies and indicate how they can be incorporated into their lives.</p> <p>7. Students could describe or demonstrate ways to resolve conflict.</p> <p>8. Students could identify and discuss some of the factors that influence how we use time.</p> <p>9. Reflection/Self-assessment: Teachers could ask students to review and reflect on the skills they have learned in this component of the course. Students should consider how these skills may be used in class, in school, at home, and in the community.</p>

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

Identify and use strategies to balance work, study and leisure time.

Develop a personal action plan which addresses time management, finances and relationships.

13. Action Plan: Students could create a money management plan that involves both spending and saving money.

- a) They should record all sources of income. Then record expenses and categorize these expenses as needs or wants.
- b) For students who did not pay themselves first, i.e., place some of their earnings in savings, teachers could have them come up with a strategy that would enable them to put 10% of earnings into savings.

14. a) Teachers could have students consider time management, money management and managing relationships. When they have questions and problems related to these, where do they get advice and assistance?

- b) The class could discuss the availability, validity, or reliability of the sources of information and help. Then they could create a scenario, or use the following scenarios, to design a list of questions to help obtain the information desired in each scenario.

Scenarios:

- i. You have a part-time job and some money to invest. How do you go about getting information and some sound advice? What questions do you ask?
- ii. You are having a major problem with your girl/boyfriend. S/he is about to call the relationship quits. Where do you go for information and advice? What questions do you ask?
- iii. It's spring and you are preparing for exams, practising for a volleyball championship, working on the yearbook committee, and working at a short-term evening job. Time is suddenly an issue. Where do you go for information and advice? What questions do you ask?

15. As part of getting ready to develop an action plan, teachers could have students identify some activities to reduce stress. Which would be most reasonable and useful for them to try? Why? How?

Teaching Notes and Resources

Sources of income may include: allowances, babysitting money, cash gifts, part-time work, summer employment, scholarships.

Sources of information and assistance may include technology, media, books/libraries, family, friends, professionals, workshops, courses and training sessions.

Background information for Action Plan, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 157-158, 163-165.

Suggestions for Assessment

10. Students could prepare written responses to one of the following statements:

- 1) Your health is your own business and your own responsibility.
- 2) Your health is your wealth.
- 3) An ounce of prevention is worth a pound of cure.

11. Teachers could evaluate student action plans for this component.

Note: The plan will be re-assessed and revised, and will be one component of the student's Personal Strategic Health Plan at the end of the course.

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Note: The following two questions are a continuation of exploring the issue of stress, activity # 2, page 78.

16. Teachers could refer back to the three questions in # 2 c), p. 78, before continuing. They could then have students consider the following:

- How can I develop the skills to achieve my goals?
- Can I develop an action plan to help me deal with stress related to what I have identified?
- Am I able to carry out my plan?
- What did I learn?

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

17. Teachers could explain that the amount of stress a person experiences often depends on their perception of a situation. They should ask students to work in pairs to briefly describe a situation requiring a personal response, reaction or change. The descriptions would be placed in a bag and each pair draws one. In each pair, one student would role play the situation as positive and the other student will role play it as negative. For example, the roles may be of two young people whose school is closing and they have to move to another.

Identify and use strategies to balance work, study and leisure time.

The class could discuss how points of view and disposition affect actions and responses in similar situations.

Develop a personal action plan which addresses time management, finances and relationships.

18. To assist students in working towards a personal action plan, teachers could use Case Study #3, *Money Smarts*, which explores borrowing and saving issues and the realities of living on one's own. The case study features a young person starting out on her own with a full-time job and her own apartment. Her choices and the costs of her situation open up a whole range of money management issues for discussion and exploration.

19. Students could develop a comprehensive, personal action plan with reasonable, realistic goals for the management of the following: time, money, and relationships.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, #9, p. 59.

Money Smarts Learning Resource, Women's Policy Office, pp. 17-20.

Background Information for Action Plans, *LIFE-CHOICES: Healthy & Well*, pp. 163-165.

See "Reflection/Self-assessment", Appendix 1, p. 98.

Note: Teachers could have students complete a "Personal Assessment (CLASS) Survey" as part of their action planning. See Appendix 3, p. 102.

Students should factor in issues with time and time management as they develop action plans.

PERSONAL DYNAMICS AND SOCIETY

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify ethical issues associated with utilization of time, investing and personal relationships.

Demonstrate an understanding of the value of paid and unpaid work.

1. To enable students to value unpaid work and to understand the influence of gender on ways of working, teachers could ask students to plan a major activity from start to finish. Students could select an activity that incorporates one or more components of the course such as organizing a sports tournament including an awards banquet. The class could be organized into teams of four for this exercise. Teams could be organized to represent mixed genders and same sex. Each team would work through all the details of each aspect of the tournament such as travel and accommodations, meals and snacks, scheduling games, and planning the awards banquet. Teachers would ask each team to keep track of who is responsible for what, who does what and how long it takes. They would rate the importance of each task and also assign a dollar value.

The class would compare the importance ratings and dollar values arrived at by each team. Are there gender differences? If so, in what way?

2. Teachers could have students find newspaper or magazine articles, news stories or features from TV or radio that pertain to money and investing. Summarize these and present to the class.

3. Teachers could use Case Study #2, *Money Smart* to examine how life choices affect our future. Note: The example used broadens the discussion beyond financial issues.

Teaching Notes and Resources**Suggestions for Assessment**

Statistics Canada: <http://www.statcan.ca/>

1. In an essay, students could discuss the role of paid and unpaid work in society and comment on its impact on personal relationships.

2. Students could develop a plan for a media promotional campaign related to an aspect of personal dynamics. What steps would they follow? What factors are important to recognize in the design and implementation of such a campaign?

3. Students could consider the following case study on credit card use: Sue works part-time and attends college full-time. She has a credit card and uses it frequently. She loves to shop in her spare time. Her limit is \$2000.00. Within three months, she has only \$100.00 remaining and she makes the minimum payment each month.

a) Are her credit card privileges being abused? Explain.

b) How does this affect her?... her family?

c) What can she do to alter her spending habits?

Money Smarts Learning Resource, Women's Policy Office, pp. 10-15.

Technology, Media and Personal Dynamics

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Critically analyse the impacts of technological innovations on time management, finances, and relationships.

Critically analyse the media's portrayal of personal dynamics.

1. In small groups or in a whole class discussion, students could consider the impacts of media such as radio, television, computer games and CD players on the following:
 - 1) how we use time, and
 - 2) the nature of personal relationships with friends and family.
2. Teachers could have students examine a variety of media to determine the messages regarding personal relationships, the use of money, and use of time. Students could present findings to the class. Sources of messages could include magazine advertisements and articles, television commercials and programs, movies, novels and comics.
3. Teachers could have the class generate a list of advantages and disadvantages of personal interaction via the internet.
4. Teachers could have students discuss the messages portrayed by a variety of images gathered from print or electronic media. What messages are sent by the creator? What messages are received by the viewer? What are the intended effects?

Teaching Notes and Resources**Suggestions for Assessment**

The images should be monitored by the teacher for suitable use in class.

1. Students could create a collage, a comic strip, or a skit to portray how technological innovations affect aspects of personal dynamics. They should discuss the message or messages sent.

2. Students could search the Internet for sites related to stress management, time management, relationships, and managing money. They should provide a brief description of the site, identify sites they recommend as good sources of information, and indicate why they recommend them.

LIFE CHOICES AND PERSONAL DYNAMICS

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify careers which encompass or directly relate to time management, financial management, and personal relationships.

Identify skills required to work in areas related to time management, financial management and personal relationships.

1. Teachers could have students investigate a variety of careers in which skills such as communication and dispute resolution as well as management skills are required and/or an asset. Examples of careers: financial planner, sales manager, career counsellor, and coordinator of recreation programs. Provide an overview of what the career or job entails and the types of skills required. Include professional and non-professional careers and jobs.
2. Teachers could have students search the Internet for careers related to financial management, resource and time management, stress management, career and life planning, communications and counselling. As the students view these sites they could make a list of possible careers.
3. Teachers could have students reflect on the knowledge, skills, interests and other personal assets they have. They could ask students the following questions: Which of the careers discussed in this component are suited to you? If you cannot choose from those careers discussed, are there others you would choose? Why? Which time or financial management skills can you bring to this career? Which of the personal relationship skills could you apply? Which skills do you need to work on?
4. Case Study #1, *Money Smarts*, explores immediate life choices faced by young people staying in school or entering the labour market. Students could be encouraged to explore their values, the short- and long-term economic impacts of staying in school and issues such as earning potential.
5. As a class, teachers could have students generate a list of jobs and occupations, then work in small groups to analyse the list of characteristics and qualities of individuals who do these jobs.

Teaching Notes and Resources**Suggestions for Assessment**

CHOICES (occupation exploration program)

1. Students could discuss the possible impacts of career/job choice on personal relationships.
2. Students could select a variety of careers and describe the role that each plays in the areas of time management, financial management, and personal development.

Money Smarts Learning Resource, Women's Policy Office, pp. 6-9.

LIFECHOICES: Healthy & Well, Teacher Resource, #17, p. 24.

Component: Personal Dynamics

PERSONAL DYNAMICS

Titles	Specific Curriculum Outcomes [with identified links to GCOs and KSCOs in Health (H) and Family Studies (FS): Human Development (HD) and Financial Management (FM) and Physical Education (PE)]
Impacts on Personal Dynamics	<p>Demonstrate an understanding of stress and its impacts on individuals, relationships and society. (H-GCO4, KSCO1; FS:HD-GCO2, KSCO2)</p> <p>Demonstrate an understanding of the impacts of cultural values and beliefs on society. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3)</p>
Personal Dynamics and You	<p>Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships. (H-GCO4, KSCO1; FS:HD-GCO1, KSCO5; PE-GCO2, KSCO5)</p> <p>Demonstrate an awareness of the role of emotions on decision making. (H-GCO4, KSCO4; FS:HD-GCO2, KSCO2; PE-GCO6, KSCO3)</p> <p>Identify and participate in activities that reduce stress, are financially viable, and enhance relationships. (H-GCO4, KSCO2; PE-GCO6, KSCO7)</p> <p>Identify and use strategies to balance work, study and leisure time. (H-GCO4, KSCO2; FS:HD-GCO2, KSCO3)</p> <p>Develop a personal action plan which addresses time management, finances and relationships. (H-GCO4, KSCO2; GCO8, KSCO1; FS:HD-GCO2, KSCO5/FM-GCO2, KSCO4)</p>
Personal Dynamics and Society	<p>Identify ethical issues associated with utilization of time, investing and personal relationships. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3/FM-GCO2, KSCO1)</p> <p>Demonstrate an understanding of the value of paid and unpaid work. (H-GCO4, KSCO3; FS:HD-GCO1, KSCO3/FM-GCO1, KSCO1)</p>

Technology, Media and Personal Dynamics

Critically analyse the impacts of technological innovations on time management, finances, and relationships. (H-GCO1, KSCO2)

Critically analyse the media's portrayal of personal dynamics. (H-GCO9, KSCO1)

Life Choices and Personal Dynamics

Identify careers which encompass or directly relate to time management, financial management, and personal relationships. (H-GCO9, KSCO3; FS:HD-GCO1, KSCO10/FM-GCO1, KSCO7)

Identify skills required to work in areas related to time management, financial management and personal relationships. (H-GCO9, KSCO3)

IMPACTS ON PERSONAL DYNAMICS

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of stress and its impacts on individuals, relationships and society.

Demonstrate an understanding of the impacts of cultural values and beliefs on society.

1. Introductory activity:
 - a) Reflection/Self-assessment: Teachers could ask students to reflect on what it means to be well. They should take into consideration class discussions, activities, and personal experiences related to the topics already addressed in this course, as well as other topics they feel should be included.
 - b) Using responses generated by individual students, the class should come to a whole group consensus on a definition of what it means to be well.
 - c) Students could generate a short list of major health issues facing them and society.
2. Exploring the issue of stress, teachers could:
 - a) Have the class brainstorm sources and causes of stress in peoples' lives. Make an extensive list of ALL responses.
 - b) Ask students how stress is manifested in our lives. Record responses.
 - c) Reflection/Self-assessment: As an in-class or home assignment, ask students to consider the following questions:
 - i. What causes stress in my life? Note: Students may refer to the list generated in a) above.
 - ii. What are the effects of stress on me? How do I react physically, emotionally, and socially to what is causing me stress?
 - iii. How do these sources of stress interfere with my goals? ... with my daily activities?
 - d) As a class, refer to the list of sources of stress generated in the brainstorming session and categorize the items in the list under the following headings: Money, Time, and Relationships.
 - e) Highlight and comment on positive, effective, and healthy ways that individuals deal with stress. Do these require certain skills and/or resources? Which skills? What resources?
3. Teachers could pose the following questions to students:
 - a) What are the positive and negative effects of stress?
 - b) Describe how the body reacts physically and emotionally to stress.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 26-29, 59-61.

1. Problems in a relationship can develop because of differences in values and the failure to communicate.

A. Students could work in pairs to create a short scenario which illustrates the above statement.

B. They could pose possible strategies to address the situation presented in their scenario.

C. Teachers could direct them to select the best strategy, explain the reason for their choice and describe how to carry it out.

See "A note about BRAINSTORMING", *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 15.

2. Teachers could ask students to select a common conflict in the life of teens, describe it, and suggest how to effectively resolve it.

Major sources of stress are time, money and personal relationships.

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 48-51.

3. Reflection/Self-assessment: Teachers could ask students to reflect on and answer the following questions:

- i. How is the topic of stress relevant to me?
- ii. Do I have the skills that are needed to deal with the stressors in my life? Which skills are needed?

LIFECHOICES: Healthy & Well, Student Resource, p. 33.

LIFECHOICES: Healthy & Well, Teacher Resource, #6, p. 47.

Note: This reflection can be used later when developing an action plan.

Concepts of Physical Fitness with Laboratories, Ch. 20, pp. 246-255.

Note: Teachers should incorporate stress-reduction strategies into the class schedule.

IMPACTS ON PERSONAL DYNAMICS (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of stress and its impacts on individuals, relationships and society.

4. As a class, students could generate a list of ways to deal with stress and make plans to try some of the examples.

Demonstrate an understanding of the impacts of cultural values and beliefs on society.

5. Teachers could have students collect cartoons and quotes related to money, time, and relationships and display them on a class bulletin board. Teachers could ask students what these cartoons and quotes indicate about our values and beliefs, our culture and traditions.

6. Teachers could select a video clip, an article, a documentary or a song to illustrate behaviours and attitudes related to time management, finances, or personal relationships. They could ask students to identify and discuss the messages being given and the values portrayed. The class could continue with a discussion of the prominence of these values and messages in their age group and society in general.

7. The class could brainstorm a list of cultural beliefs and values in our society (in other societies) regarding: time management, money management and personal relationships. They could discuss the impacts of cultural beliefs and values on personal relationships.

8. International Focus: Students would select a country or region and, working in small groups, research social norms and practices regarding personal relationships.

(There is a similar activity with a global focus in each of the other components.)

9. Reflection/Self-assessment: Teachers could have students examine how they spend money.

Teaching Notes and Resources

Suggestions for Assessment

The following articles in *LIFECHOICES: Healthy & Well*, Student Resource, could be used to generate additional discussion and suggestions:

“Exercise Your Brain”, p. 60; “Mark’s Mental Gymnasium”, pp. 36-37; “Bad Mood? - 25 Ways to Get Out of It”, pp. 58-60; “Self Talk”, p. 61; “67 Ways to Get Physical”, p. 88; “Food and Your Mood”, pp. 42-43.

See “A note about BRAINSTORMING”, *LIFECHOICES: Healthy & Well*, Teacher Resource, p. 15.

LIFECHOICES: Healthy & Well, Teacher Resource, #10, p. 34.

“How well do you manage your money?”, *Money Smarts Learning Resource*, p. 4.

PERSONAL DYNAMICS AND YOU

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

Identify and use strategies to balance work, study and leisure time.

Develop a personal action plan which addresses time management, finances and relationships.

1. Teachers could have students construct a survey or surveys to gauge individual attitudes and behaviours related to time management, stress management, financial management and personal relationships. They could administer the survey(s) to classmates, schoolmates, family members, or members of the community and discuss the results.

2. As a class, students could construct a scenario that describes a problematic situation related to personal relationships, time management or money management. Specific issues could be listed for inclusion in the scenario. Divide students into pairs (females, males, and mixed) to discuss the scenario and propose solutions to the problematic situation. Discuss proposed solutions.

3. In small groups, students would role play a situation to a point of conflict. An example could be two siblings arguing over use of the family vehicle. They would work through the issue and resolve the conflict demonstrating effective communication and negotiation skills.

4. Scenario: Mr. Walters is sitting in the living room when a ball comes through the front window. He looks out the window and sees a group of young people who have been warned repeatedly about playing ball so close to the house. Students could consider the situation and respond to the following:

- a) How might Mr. Walters' emotions at the time the ball comes through the window interfere with his making a sound, rational response to the situation? Conclude the scenario to effectively address the issue.
- b) The following are situations to which young people often react:
 - other siblings borrowing their belongings
 - a brother/sister is eating a favourite food they were saving for later
 - there is no hot water when it is their turn to shower.
- c) What role might emotion play in each of the above situations?
- d) Conclude each situation to effectively address the issue.

5. Using the list of ways to reduce stress from the previous section (#4, p. 80), teachers could carry out some of the activities with students and have them indicate how they enhance both emotional well-being and personal relationships, and how they might be financially viable.

Teaching Notes and Resources	Suggestions for Assessment
<p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, pp. 34-36, 39-41, 45-46.</p> <p>The teacher may need to identify a range of skills and techniques which could be employed.</p>	<ol style="list-style-type: none"> 1. Reflection/Self-assessment: Ask students to select an emotion and describe the role that it has played in their life. Has it influenced the decisions they have made related to time management, finances, or relationships? 2. Write a scenario incorporating an issue around goal-setting, decision making, and balancing work, study and leisure. Present it to the class and have classmates suggest resolutions to the scenario. 3. Have students select articles related to this component in which individuals have taken specific actions that impact on health. Have students analyse these actions and comment on their effectiveness. Were the actions health enhancing? If not, what could have been done to make them so?
<p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #6 A & B, p. 37.</p> <p>Tracking Moods: In preparation for the assessment activity, # 4, students will track their moods (at least 1 mood per day) for a week.</p> <p>Background Information, <i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, p. 39.</p> <p>For an alternate format for keeping track of moods and emotions, see <i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #14, p. 48.</p> <p>Articles to support this activity, <i>LIFECHOICES: Healthy & Well</i>, Student Resource, pp. 12-13, 58-61.</p>	<ol style="list-style-type: none"> 4. As a follow-up to tracking moods, students could draft a personal action plan which outlines a range of behaviour options in response to a mood or emotion. Students could carry out the plan, record their responses, and revise or change the plan where necessary. (Note: Allow a 2-week to 1-month period to carry out, evaluate and revise the plan).

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

6. Teachers could have students prepare a list of characteristics that they would want in a relationship. Students would then create a list of the characteristics that they have to offer in a relationship. They should identify and discuss commonalities and differences.

Demonstrate an awareness of the role of emotions on decision making.

7. In small groups or as a class, students could consider strategies for resolving conflicts. Teachers could use role play to engage in a rehearsal of working through a conflict. Teachers should keep a record of the strategies for reference and encourage students to use them when conflicts arise in class, at home, and with friends.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

8. Reflection/Self-assessment: Teachers could have students read the article, "Stop Being So Hard on Yourself" and reflect on how they treat themselves in some situations.

Identify and use strategies to balance work, study and leisure time.

9. Teachers could have students consider the value of self talk. If they engage in self talk, is it helpful?... positive?... negative? Read the article, "Self Talk" and consider its value in contributing to health and well-being.

Develop a personal action plan which addresses time management, finances and relationships.

10. Teachers could ask students to develop a list of expressions about time such as "time will tell", "a stitch in time saves nine", "there's all the time in the world", "time is a river that keeps moving on", and "time and tide wait for no man". Discuss these. How do values and culture influence how we structure and use time?

11. Time is a finite and limited resource.

- a) Teachers could ask students to generate lists for the following: i) ways we lose time and ii) ways to save time.
- b) From the first list, students could identify items which apply to them; from the second list, ask students to identify practices which they might try.

12. Teachers could have students examine how they use time.

- a) Record how they spend each hour for a 24- or 48-hour period.
Note: A pre-designed time sheet may facilitate recording.
- b) Following an examination of the information gathered, students could set long- and short-term goals for their use of time. Where necessary they should break goals into smaller steps. Teachers should ask them to monitor the attainment of the goals.

Teaching Notes and Resources	Suggestions for Assessment
<p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #6, p. 33. “Stop Being So Hard on Yourself”, <i>LIFECHOICES: Healthy & Well</i>, Student Resource, pp. 12-13.</p> <p><i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, #8, p. 33. “Self Talk”, <i>LIFECHOICES: Healthy & Well</i>, Student Resource, p. 61.</p> <p>Note: If sleep doesn’t arise as an issue when discussing time management, teachers should make reference to its importance in maintaining health and well-being. See, <i>LIFECHOICES: Healthy & Well</i>, Teacher Resource, pp. 64-65.</p>	<p>5. a) Students could research an example of planning which resulted in: success and survival, and/or disaster and death. Some examples are: the Hubbard trek in Labrador, Scott’s Artic expedition, the Donner expedition in the United States, the account of living in the early fishing outposts in Newfoundland as recounted in <i>Random Passage</i> by Bernice Morgan, the sinking of the Titanic.</p> <p>b) Students could identify the factors that contributed to the outcome in the example used. Which skills, attitudes, behaviours can be cited as essential to survival in the example used?</p> <p>6. Students could list some life management strategies and indicate how they can be incorporated into their lives.</p> <p>7. Students could describe or demonstrate ways to resolve conflict.</p> <p>8. Students could identify and discuss some of the factors that influence how we use time.</p> <p>9. Reflection/Self-assessment: Teachers could ask students to review and reflect on the skills they have learned in this component of the course. Students should consider how these skills may be used in class, in school, at home, and in the community.</p>

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

Identify and use strategies to balance work, study and leisure time.

Develop a personal action plan which addresses time management, finances and relationships.

13. Action Plan: Students could create a money management plan that involves both spending and saving money.

- a) They should record all sources of income. Then record expenses and categorize these expenses as needs or wants.
- b) For students who did not pay themselves first, i.e., place some of their earnings in savings, teachers could have them come up with a strategy that would enable them to put 10% of earnings into savings.

14. a) Teachers could have students consider time management, money management and managing relationships. When they have questions and problems related to these, where do they get advice and assistance?

- b) The class could discuss the availability, validity, or reliability of the sources of information and help. Then they could create a scenario, or use the following scenarios, to design a list of questions to help obtain the information desired in each scenario.

Scenarios:

- i. You have a part-time job and some money to invest. How do you go about getting information and some sound advice? What questions do you ask?
- ii. You are having a major problem with your girl/boyfriend. S/he is about to call the relationship quits. Where do you go for information and advice? What questions do you ask?
- iii. It's spring and you are preparing for exams, practising for a volleyball championship, working on the yearbook committee, and working at a short-term evening job. Time is suddenly an issue. Where do you go for information and advice? What questions do you ask?

15. As part of getting ready to develop an action plan, teachers could have students identify some activities to reduce stress. Which would be most reasonable and useful for them to try? Why? How?

Teaching Notes and Resources

Sources of income may include: allowances, babysitting money, cash gifts, part-time work, summer employment, scholarships.

Sources of information and assistance may include technology, media, books/libraries, family, friends, professionals, workshops, courses and training sessions.

Background information for Action Plan, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 157-158, 163-165.

Suggestions for Assessment

10. Students could prepare written responses to one of the following statements:

- 1) Your health is your own business and your own responsibility.
- 2) Your health is your wealth.
- 3) An ounce of prevention is worth a pound of cure.

11. Teachers could evaluate student action plans for this component.

Note: The plan will be re-assessed and revised, and will be one component of the student's Personal Strategic Health Plan at the end of the course.

PERSONAL DYNAMICS AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships.

Note: The following two questions are a continuation of exploring the issue of stress, activity # 2, page 78.

16. Teachers could refer back to the three questions in # 2 c), p. 78, before continuing. They could then have students consider the following:

- How can I develop the skills to achieve my goals?
- Can I develop an action plan to help me deal with stress related to what I have identified?
- Am I able to carry out my plan?
- What did I learn?

Demonstrate an awareness of the role of emotions on decision making.

Identify and participate in activities that reduce stress, are financially viable, and enhance relationships.

17. Teachers could explain that the amount of stress a person experiences often depends on their perception of a situation. They should ask students to work in pairs to briefly describe a situation requiring a personal response, reaction or change. The descriptions would be placed in a bag and each pair draws one. In each pair, one student would role play the situation as positive and the other student will role play it as negative. For example, the roles may be of two young people whose school is closing and they have to move to another.

Identify and use strategies to balance work, study and leisure time.

The class could discuss how points of view and disposition affect actions and responses in similar situations.

Develop a personal action plan which addresses time management, finances and relationships.

18. To assist students in working towards a personal action plan, teachers could use Case Study #3, *Money Smarts*, which explores borrowing and saving issues and the realities of living on one's own. The case study features a young person starting out on her own with a full-time job and her own apartment. Her choices and the costs of her situation open up a whole range of money management issues for discussion and exploration.

19. Students could develop a comprehensive, personal action plan with reasonable, realistic goals for the management of the following: time, money, and relationships.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Teacher Resource, #9, p. 59.

Money Smarts Learning Resource, Women's Policy Office, pp. 17-20.

Background Information for Action Plans, *LIFE-CHOICES: Healthy & Well*, pp. 163-165.

See "Reflection/Self-assessment", Appendix 1, p. 98.

Note: Teachers could have students complete a "Personal Assessment (CLASS) Survey" as part of their action planning. See Appendix 3, p. 102.

Students should factor in issues with time and time management as they develop action plans.

PERSONAL DYNAMICS AND SOCIETY

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify ethical issues associated with utilization of time, investing and personal relationships.

Demonstrate an understanding of the value of paid and unpaid work.

1. To enable students to value unpaid work and to understand the influence of gender on ways of working, teachers could ask students to plan a major activity from start to finish. Students could select an activity that incorporates one or more components of the course such as organizing a sports tournament including an awards banquet. The class could be organized into teams of four for this exercise. Teams could be organized to represent mixed genders and same sex. Each team would work through all the details of each aspect of the tournament such as travel and accommodations, meals and snacks, scheduling games, and planning the awards banquet. Teachers would ask each team to keep track of who is responsible for what, who does what and how long it takes. They would rate the importance of each task and also assign a dollar value.

The class would compare the importance ratings and dollar values arrived at by each team. Are there gender differences? If so, in what way?

2. Teachers could have students find newspaper or magazine articles, news stories or features from TV or radio that pertain to money and investing. Summarize these and present to the class.

3. Teachers could use Case Study #2, *Money Smart* to examine how life choices affect our future. Note: The example used broadens the discussion beyond financial issues.

Teaching Notes and Resources**Suggestions for Assessment**

Statistics Canada: <http://www.statcan.ca/>

1. In an essay, students could discuss the role of paid and unpaid work in society and comment on its impact on personal relationships.

2. Students could develop a plan for a media promotional campaign related to an aspect of personal dynamics. What steps would they follow? What factors are important to recognize in the design and implementation of such a campaign?

3. Students could consider the following case study on credit card use: Sue works part-time and attends college full-time. She has a credit card and uses it frequently. She loves to shop in her spare time. Her limit is \$2000.00. Within three months, she has only \$100.00 remaining and she makes the minimum payment each month.

a) Are her credit card privileges being abused? Explain.

b) How does this affect her?... her family?

c) What can she do to alter her spending habits?

Money Smarts Learning Resource, Women's Policy Office, pp. 10-15.

Technology, Media and Personal Dynamics

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Critically analyse the impacts of technological innovations on time management, finances, and relationships.

Critically analyse the media's portrayal of personal dynamics.

1. In small groups or in a whole class discussion, students could consider the impacts of media such as radio, television, computer games and CD players on the following:
 - 1) how we use time, and
 - 2) the nature of personal relationships with friends and family.
2. Teachers could have students examine a variety of media to determine the messages regarding personal relationships, the use of money, and use of time. Students could present findings to the class. Sources of messages could include magazine advertisements and articles, television commercials and programs, movies, novels and comics.
3. Teachers could have the class generate a list of advantages and disadvantages of personal interaction via the internet.
4. Teachers could have students discuss the messages portrayed by a variety of images gathered from print or electronic media. What messages are sent by the creator? What messages are received by the viewer? What are the intended effects?

Teaching Notes and Resources**Suggestions for Assessment**

The images should be monitored by the teacher for suitable use in class.

1. Students could create a collage, a comic strip, or a skit to portray how technological innovations affect aspects of personal dynamics. They should discuss the message or messages sent.

2. Students could search the Internet for sites related to stress management, time management, relationships, and managing money. They should provide a brief description of the site, identify sites they recommend as good sources of information, and indicate why they recommend them.

LIFE CHOICES AND PERSONAL DYNAMICS

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify careers which encompass or directly relate to time management, financial management, and personal relationships.

Identify skills required to work in areas related to time management, financial management and personal relationships.

1. Teachers could have students investigate a variety of careers in which skills such as communication and dispute resolution as well as management skills are required and/or an asset. Examples of careers: financial planner, sales manager, career counsellor, and coordinator of recreation programs. Provide an overview of what the career or job entails and the types of skills required. Include professional and non-professional careers and jobs.
2. Teachers could have students search the Internet for careers related to financial management, resource and time management, stress management, career and life planning, communications and counselling. As the students view these sites they could make a list of possible careers.
3. Teachers could have students reflect on the knowledge, skills, interests and other personal assets they have. They could ask students the following questions: Which of the careers discussed in this component are suited to you? If you cannot choose from those careers discussed, are there others you would choose? Why? Which time or financial management skills can you bring to this career? Which of the personal relationship skills could you apply? Which skills do you need to work on?
4. Case Study #1, *Money Smarts*, explores immediate life choices faced by young people staying in school or entering the labour market. Students could be encouraged to explore their values, the short- and long-term economic impacts of staying in school and issues such as earning potential.
5. As a class, teachers could have students generate a list of jobs and occupations, then work in small groups to analyse the list of characteristics and qualities of individuals who do these jobs.

Teaching Notes and Resources**Suggestions for Assessment**

CHOICES (occupation exploration program)

1. Students could discuss the possible impacts of career/job choice on personal relationships.
2. Students could select a variety of careers and describe the role that each plays in the areas of time management, financial management, and personal development.

Money Smarts Learning Resource, Women's Policy Office, pp. 6-9.

LIFECHOICES: Healthy & Well, Teacher Resource, #17, p. 24.

APPENDIX 1

Groundrules

Setting and maintaining groundrules allows sharing, exploring and learning in an accepting environment. It is important that class members consider and establish groundrules before any discussion of sensitive issues. (See *Handling Sensitive Issues* below.) These groundrules need to be reinforced consistently throughout the year and assimilated onto all learning activities. With groundrules, students know what to expect of the teacher, of themselves, and of each other.

Groundrules usually include:

- no put-downs
- no personal questions
- no question is stupid or silly
- the right to pass
- listening to and hearing others' comments and opinions
- confidentiality (See *Handling Sensitive Issues* below)
- speaking for yourself and others speaking for themselves

The teacher and students should be involved in reinforcing and reviewing groundrules.

Handling Sensitive Issues

This course requires a supportive, non-judgmental classroom climate because of the many issues of a personal nature that may arise. In establishing such a climate, the element of trust is critical. One of the ways to build trust is to maintain confidentiality. The teacher should discuss the issue of privacy and confidentiality with the class early in the year. Such a climate will help prevent some students from withdrawing into passivity or from expressing defensiveness in inappropriate ways. The confidentiality of students must be protected and no student or teacher should be placed in a position of feeling pressured to give an opinion or express a viewpoint.

Students should be aware that if they divulge information related to physical and/or sexual abuse, the teacher has a legal responsibility to report it in accordance with the Child, Youth, and Family Services Act.

Reflection and Self-assessment

In preparation for the design and evaluation of personal action plans, students should be encouraged to record and reflect on events, activities, thoughts, feelings, needs, skills, and ideas related to health issues. For example, in the Active Lifestyle component, teachers could have students:

- Record and reflect on their daily physical activities. Begin by having students write an initial paragraph on:
 - how active they believe they are
 - how much time each week they devote to physical activity
 - the types of activities in which they participate
- Keep a two-week daily log of all movement/physical activities in their lives:
 - walking the dog
 - vacuuming the front room
 - packing wood in the shed
 - troutng
 - playing soccer
 - skating
- Compare and contrast the reality of how active they really are with their initial paragraph. Reflect and write about:
 - their activity level
 - how activity makes them feel (before, during and after)
 - obstacles that get in the way of an active lifestyle
 - impact an active lifestyle has on society (school performance, work performance, rising medical costs, etc.)
 - the environment

The above process can be used in other components of the course and with a variety of topics, eg., using substances, eating, spending money, using time, communicating with parents. Self-reflection is a private activity. It is intended to assist the student in moving toward a personal plan of action.

APPENDIX 2

Role of the Teacher

The teacher plays a critical role in structuring and managing an effective and efficient learning environment. The primary role of the teacher is to guide and facilitate learning and to assist students with the acquisition of the skills and abilities required to demonstrate course outcomes. In contributing to the learning process, the teacher can:

- provide direction and encouragement as students engage in individual and collaborative learning activities;
- help students set limits and establish parameters for individual and class behaviour;
- assist students in the attainment of skills and abilities that enable them to take responsibility for and make reasoned decisions about their own health;
- facilitate increased student awareness of health issues;
- recognize and plan for diversity in student backgrounds, learning styles, personal assets, and abilities;
- act as a mentor and resource person as students make decisions about their own learning and the kinds of activities that will assist them in that process;
- provide opportunities to integrate knowledge, skills, attitudes, and behaviours conducive to health and lifelong learning; and
- record and report on student progress.

Role of the Student

The student plays a critical role in contributing to an effective and efficient learning environment. The primary role of the student is to take responsibility for learning and to demonstrate achievement of course outcomes. Students can:

- conduct an assets inventory of personal skills and abilities;
- strive to acquire skills and abilities that enable them to take responsibility for and make reasoned decisions about their own health;

- build on knowledge and awareness of health issues;
- engage in learning activities that support personal learning styles and incorporate personal assets and abilities;
- respect and contribute to a learning environment that supports diverse values, beliefs, and opinions;
- engage in individual and collaborative learning activities aimed at achieving course outcomes;
- work with others to establish and employ codes of conduct regarding individual and group behaviours that promote learning;
- respect the set limits and established parameters for individual and class behavior;
- engage in opportunities to integrate knowledge, skills, attitudes, and behaviours conducive to health and lifelong learning;
- take responsibility for directing their own learning, completing tasks, and monitoring progress;
- create personal plans of action and follow through on them; and
- evaluate their progress and develop new strategies and plans for continuous learning and improvement.

Appendix 3 - SampleAssessmentTools

**Personal
Assessment (Class)
Survey**

Name: _____

The following CLASS analysis is intended to help you identify **Challenges, Limitations, Assets, Strengths and Skills** related to each component of *Healthy Living 1200*. Take some time to think about the component you are studying and how it relates to you. This activity can help you to define a personal health issue and move towards developing a personal action plan.

Component: _____

- A. List the topics and issues included in this component.

- B. The changes that I feel I need to make in my lifestyle are:

- C. The *challenges* what do I have to overcome?

- D. The *limitations* what are the things I can do nothing or little about?

- E. The *assets* what do I have going for me?
 - I) What are my personal *strengths*?

 - II) What are my *skills*?

- F. What do I need to learn?

**Assessing Case
Studies, Scenarios
and Decisions**

Student: _____ Class: _____

Date: _____

Brief description of the situation (issue requiring a decision, case study,
scenario):

Is/are the challenge/challenges identified?

☐ Yes ☐ No

Are alternative courses of action identified?

☐ Yes ☐ No

Are the consequences of each alternative identified?

☐ Yes ☐ No

Are the consequences possible, reasonable and realistic?

☐ Yes ☐ NoAre there reasons to support the course of action/alternative identified as the
best solution/course of action?☐ Yes ☐ No

Comments:

**Survey and
Interview Checklist**

Student or Group:

The following checklist can be used by students or teacher in preparing for and carrying out an interview or a survey.

Preparing for the interview or survey:

- ☐ 1. Prepare a list of questions.
- ☐ 2. Check or test questions.
- ☐ 3. Revise questions.
- ☐ 4. Describe purpose of the interview or survey.
- ☐ 5. Make arrangement to interview individuals or administer survey.
- ☐ 6. Explain to interview or survey respondents how the information collected will be used.

Following the interview or administration of survey:

- ☐ 7. Tabulate the data or information.
- ☐ 8. Prepare a summary or report, a presentation or display.

NOTES/COMMENTS:

Assessing Group Presentations

Group members: _____

Date: _____

Topic/Title: _____

Group members:	HIGH				LOW
were organized and prepared	5	4	3	2	1
worked well together as a team	5	4	3	2	1
demonstrated knowledge of topic	5	4	3	2	1
used a variety of presentation techniques	5	4	3	2	1
clearly communicated ideas and concepts	5	4	3	2	1
provided an opportunity for questions	5	4	3	2	1
provided opportunities for class involvement	5	4	3	2	1
adhered to allotted time frame	5	4	3	2	1

COMMENTS:

Appendix 4 - Resources

Resources

Authorized

LIFECHOICES: Healthy and Well, Student Resource, Prentice Hall Ginn

LIFECHOICES: Healthy and Well, Teacher Resource, Prentice Hall Ginn

Concepts of Physical Fitness with Laboratories, Brown and Benchmark Publishers

Money Smarts Learning Resource, Women's Policy Office

Newfoundland Heart Health Leadership Manual and video, Newfoundland Heart Health Project, Department of Health and Community Services

Smoking Sucks Ad Campaign Resource, Alliance for the Control of Tobacco (ACT) and Department of Health and Community Services

Internet Resources

Canada's Physical Activity Guide to Healthy Active Living: www.paguide.com

Physical Activity Readiness Questionnaire (PAR-Q): www.hc-sc.gc.ca/hppb/paguide/parq.html

Health Canada Online: <http://www.hc-sc.gc.ca> and Health Canada Online: Educator's Page
<http://www.hc-sc.gc.ca/english/educators.htm>

Oxfam Canada is a non-profit international development organization that supports community programs in food security, health, nutrition and democratic development with an emphasis on working with women:
www.oxfam.ca

Health and Community Services, Government of Newfoundland and Labrador: <http://www.gov.nf.ca/health/>

Canada's Action Plan for Food Security, Agriculture and Agri-Food Canada:
www.agr.gc.ca/misb/fsb/fsap/fsape

CGIAR (Consultative Group on International Agricultural Research) contributes to food security and poverty eradication in developing countries through research, partnerships, capacity building, and policy support, promoting sustainable agricultural development based on the environmentally sound management of natural resources: www.cgiar.org/whatis.htm

Feeding Minds, Fighting Hunger is an international classroom for exploring the problems of hunger, malnutrition and food insecurity: www.feedingminds.org

Health and Wellness link, Canadian Living: <http://www.canadianliving.com/health/index.asp>

Dietitians of Canada is the nation-wide voice of dietitians - the most trusted source of information on food and nutrition for Canadians: www.dietitians.ca

Alliance for the Control of Tobacco (ACT) and the Teen Tobacco Team: www.smokingsucks.ca

ACT is a coalition of both government and non-government organizations dedicated to reducing the negative health, economic and environmental effects of tobacco use in Newfoundland and Labrador.

The provincial Teen Tobacco Team (TTT), is a group of young people concerned about teen smoking. The TTT was formed to advise government on the issue of teen smoking, in particular, how to prevent teens from starting and how to help others quit. The team consists of ten teens from around the province including non-smokers and former smokers, junior and senior high students. The TTT provides a teen perspective on the issue of youth smoking. It will be their voices, the voices of youth, that will make a difference. Email: teentobaccoteam@mail.gov.nf.ca

British Columbia Ministry of Health: www.tobaccofacts.org

Get Outraged, Massachusets Department of Public Health, provides information about the tobacco industry and how they intentionally target youth: <http://www.getoutraged.com/>

The Whole Truth is the web site for the Florida SWAT (Students Working Against Tobacco): www.wholetruth.com (Florida)

Tobacco Free Kids is a US national organization dedicated to fighting against tobacco: <http://www.tobaccofreekids.org/>

Canadian Council for Tobacco Control is committed to ensuring the timely and practical transfer of critical knowledge and skill development for effective local, provincial, and national action on tobacco issues: <http://www.cctc.ca/>

Resources for Prevention of Substance Misuse is the provincial prevention resource centre which supports organizations and individuals in British Columbia involved in the prevention of substance misuse: www.preventionsource.bc.ca/

Canadian Tobacco Use Monitoring Survey (CTUMS): www.hc-sc.gc.ca/hppb/tobacco/ctums/

Newfoundland & Labrador Cancer Society is an organization dedicated to the fight against cancer: www.nfandlab.cancer.ca

Newfoundland & Labrador Lung Association has information and resources related to tobacco use: quitline: 1-800-363-LUNG; www.nf.lung.ca

MADD (Mothers Against Drunk Driving) is a non-profit grass roots organization with more than 600 chapters. Their focus is to look for effective solutions to drunk driving and underage drinking problems: www.madd.org

SADD (Students Against Drunk Driving) is a peer leadership organization dedicated to preventing underage drinking and drug use by focusing attention on the potentially life threatening consequences of destructive decisions involving issues such as not wearing a safety belt, smoking, steroid use, violence, sexually transmitted diseases and suicide: www.saddonline.com

The Youth Employment Strategy, Youth Initiatives Directorate is responsible for the development of initiatives to assist youth in making successful transitions to the labour market: <http://youth.hrdc-drhc.gc.ca/common/home.shtml>

Other Resources:

Kick the Nic, a stop smoking program specifically designed for teens, is offered FREE to students through schools and community groups throughout the province. The program, created by the British Columbia Ministry of Health, is designed to assist health care and education professionals offer group smoking cessation programs to young people who want to quit the nicotine habit. To offer a program in your school, please contact the Health Educator in your Region or the Department of Health and Community Services at 1-888-330-8336.

“Drawing the Line: A Resource for the Prevention of Problem Gambling, Volume II Senior High”, Problem Gambling Services, Drug Dependency, Nova Scotia Department of Education and Culture.

“Choices and Decisions: taking charge of your financial life”, Teacher’s Guide, Student Materials and interactive CD-ROM, VISA Canada, available from CIRA/ACLI (Canadian Intramural Recreation Association/Association Canadienne Loisirs Intramuros).

Appendix 5 - Physical Education Key Stage Curriculum Outcomes

Key Stage Curriculum Outcomes

In Movement

By the end of grade 12, students will be expected to:

General Curriculum

Outcome 1. *Students will perform efficient, creative and expressive movement patterns consistent with an active living lifestyle.*

1. Refine body mechanics in a wide variety of movement activities.
2. Apply principles of body mechanics to improve movement in all activity dimensions.
3. Participate in personally developed activity programs.
4. Participate in student-led activity programs.
5. Participate in a variety of personally developed fitness activities.
6. Use appropriate strategies in game situations.
7. Demonstrate a commitment to personal wellness.
8. Refine movement skills and concepts in a variety of alternative environments.

About Movement

General Curriculum

Outcome 2. *Students will demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement.*

1. Pose and solve movement problems individually.
2. Pose and solve movement problems cooperatively.
3. Devise appropriate strategies in game situations.
4. Demonstrate proper health and lifestyle practices.
5. Demonstrate conflict management skills.
6. Identify qualities required to pursue careers in physical education and recreation.

General Curriculum

Outcome 3. *Students will assess attitudes and behaviours during activity in relation to self, the class, the school and the community.*

1. Evaluate personal responses and behavior in cooperative groups.
2. Analyse the relationship between wellness and the quality of life.
3. Analyse the degree of participation in socially responsive activity programs within their community.
4. Evaluate the human impact on the environment as it relates to wellness.
5. Analyse their degree of understanding of individual and group differences.
6. Assess how participation in physical activity can lead to multi-cultural understanding.

Key Stage Curriculum Outcomes

Through Movement

By the end of grade 12, students will be expected to:

General Curriculum

Outcome 4. *Students will demonstrate socially responsive behaviour within the school and community.*

1. Model socially responsive behaviour within the school and community.
2. Participate in socially responsive activity programs within the school and community.
3. Initiate socially responsive activity programs within the school and community.

General Curriculum

Outcome 5. *Students will exhibit personal responsibility for the social, physical and natural environment during physical activity.*

1. Demonstrate understanding of the sociological, economic and environmental impact of physical activity on wellness trends.
2. Apply principles of safety and survival to a variety of activity environments.
3. Identify and follow appropriate etiquette, rules and principles of fair play.

General Curriculum

Outcome 6. *Students will exhibit personal development, such as a positive self-esteem, self-responsibility, leadership, decision making, co-operation, self-reflection, and empowerment during physical activity.*

1. Reflect critically on their behaviors.
2. Refine leadership and co-operative skills.
3. Demonstrate socially and emotionally mature attitudes and behaviors.
4. Demonstrate positive social interaction.
5. Demonstrate nurturing behaviors such as support, encouragement and praise.
6. Plan, organize and implement cooperatively developed activity programs.
7. Demonstrate the ability to set meaningful personal goals.

Appendix 6 - Family Studies General Curriculum Outcomes (GCOs) and Key Stage Curriculum Outcomes (KSCO's)

Human Development

Key Stage Curriculum Outcomes

Knowledge and Understandings

By the end of grade 12, students will be expected to:

General Curriculum

Outcome 1. *Students will demonstrate an understanding of issues and challenges which impact the family.*

1. Demonstrate an understanding of the reciprocal relationships between family and society.
2. Demonstrate an understanding of what contributes to the development and quality of life of individuals and family members.
3. Demonstrate an understanding of how needs, values, and beliefs influence individuals and family members.
4. Demonstrate an understanding of factors that affect personal relationships.
5. Demonstrate an awareness of how personal characteristics and interpersonal skills contribute to personal development and sustainable relationships.
6. Demonstrate an understanding of human development at various stages of the life cycle.
7. Demonstrate an understanding of issues and challenges to individuals and families as they relate to human development and relationships at various stages of the life cycle.
8. Demonstrate an understanding of parenting issues and their impact on individuals and families.
9. Demonstrate an awareness of personal development as it relates to peers, family, careers, workplace and community.
10. Demonstrate an awareness of career choices and opportunities in the area of relationships and human development.

Skills and Abilities

General Curriculum

Outcome 2. *Students will demonstrate the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.*

1. Demonstrate a range of skills to facilitate personal and interpersonal development and the development of individual and family members in society.
2. Propose strategies for solving perennial and practical challenges related to individual and family development at various stages of the lifecycle.
3. Propose guidelines and strategies to enhance personal and family relationships and quality of life.
4. Demonstrate parenting skills for the various stages of child development.
5. Devise resource management strategies to create harmony and balance in the family.

Human Development

Attitudes and Behaviours

General Curriculum Outcome 3. *Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.*

Key Stage Curriculum Outcomes

By the end of grade 12, students will be expected to:

1. Evaluate their knowledge, attitudes and capabilities related to personal and family development at various stages of the life cycle.
2. Monitor their progress related to personal and family development.
3. Set personal learning goals related to personal and family development.

Financial Management

Knowledge and Understandings:

General Curriculum Outcome 1. *Students will demonstrate an understanding of issues and challenges which impact the family.*

1. Demonstrate an understanding of the effects of values and beliefs on attitudes toward money and the use of money.
2. Demonstrate an understanding of the role of finances and their management in meeting needs and goals.
3. Demonstrate an understanding of how money as a resource impacts individuals and families.
4. Demonstrate an understanding of basic principles of money management.
5. Demonstrate an understanding of how the principles of consumerism impact individuals and families.
6. Demonstrate an understanding of strategies for financing goals and dreams.
7. Demonstrate an awareness of career choices and opportunities in the area of financial management.

Skills and Abilities

General Curriculum Outcome 2. *Students will demonstrate the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.*

1. Apply basic principles of consumerism to meet identified needs of individuals and families.
2. Apply principles of money management to enhance financial decision making.
3. Propose and outline strategies for financing goals and aspirations.
4. Prepare a plan to meet specific financial goals.

Financial Management

Key Stage Curriculum Outcomes

Attitudes and Behaviours:

By the end of grade 12, students will be expected to:

General Curriculum

Outcome 3. *Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.*

1. Evaluate their knowledge, attitudes and capabilities related to personal and family financial management.
2. Monitor their progress related to personal and family financial management.
3. Set personal learning goals related to personal and family financial management.

Foods and Nutrition

Knowledge and Understandings

General Curriculum

Outcome 1. *Students will demonstrate an understanding of issues and challenges which impact the family.*

1. Demonstrate an understanding of how personal and social needs, values, and beliefs influence food choices.
2. Demonstrate an understanding of nutritional needs/requirements of family members at the various stages of development.
3. Demonstrate an understanding of how food choices and eating habits impact health and well-being.
4. Demonstrate an appreciation of the aesthetic and social aspects of food.
5. Demonstrate an understanding of the production and technological advances in food and nutritional products and their impact on individuals and families.
6. Demonstrate an understanding of issues and challenges related to food security.
7. Demonstrate an awareness of consumer rights and responsibilities in relation to selecting and purchasing food and nutritional products.
8. Demonstrate an awareness of career choices and opportunities in the food industry.
9. Demonstrate an understanding of various aspects of food production and food service.

Foods and Nutrition

Skills and Abilities

General Curriculum

Outcome 2. *Students will demonstrate the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.*

Key Stage Curriculum Outcomes

By the end of grade 12, students will be expected to:

1. Propose solutions to a range of problems and challenges related to foods and nutrition.
2. Apply basic safety and sanitation practices to food storage, preparation and service.
3. Make proficient use of a range of techniques to prepare and serve nutritious and aesthetically appealing food.
4. Propose strategies and solutions to address challenges of local and global food security.
5. Apply basic principles of consumerism to the purchase of food and nutrition products.
6. Manage and use resources effectively, efficiently and safely to satisfy personal and family needs, values and beliefs in relation to foods and nutrition.

Skills and Abilities

General Curriculum

Outcome 3. *Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.*

1. Evaluate their knowledge, attitudes and capabilities related to foods and nutrition and the effect these have on individual and family development.
2. Evaluate their skill development related to food production, resource management, and the ability to work cooperatively.
3. Identify and assess goals related to foods and nutrition.

Appendix 7 - Health Outcomes: Key Stage (P, E, I and SH)

Key Stage Curriculum Outcomes

Emotional Well-Being

By the end of grade 12, students will be expected to:

General Curriculum

Outcome 1. *Students will apply knowledge and practise skills which foster emotional well-being.*

1. Demonstrate an understanding of the factors which influence and affect self-concept.
2. Demonstrate the ability to make decisions and apply skills which reduce stress and positively affect emotional health.

Nutrition

General Curriculum

Outcome 2. *Students will demonstrate an ability to apply nutritional knowledge and decision-making skills to personal eating habits and food choices.*

1. Demonstrate an understanding of the impact of eating practices on physical, emotional and spiritual health and well-being.
2. Demonstrate an understanding of personal and societal beliefs, values and actions related to food and eating practices.
3. Demonstrate the ability to create, act upon, evaluate and revise a personal action plan for healthy eating.

Active Living

General Curriculum

Outcome 3. *Students, through active involvement, develop attitudes, skills and behaviours which contribute to active healthy lifestyles.*

1. Demonstrate an understanding of the impact of physical activity on physical, emotional and spiritual health and well-being.
2. Demonstrate the ability to create, act upon, evaluate and revise a personal action plan for active living.
3. Demonstrate an understanding of personal and societal beliefs, values and actions related to physical activity.

Physical Growth and Development, Human Sexuality, and Relationships

General Curriculum

Outcome 4. *Students demonstrate skills and behaviours which contribute to physical, emotional, and social growth and development.*

1. Demonstrate an understanding of the impact of personal and group relationships on physical, emotional and spiritual health and well-being.
2. Demonstrate the ability to create, act upon, evaluate and revise a personal action plan for healthy relationships.
3. Demonstrate an understanding of individual and societal beliefs, values and actions related to personal relationships.

Key Stage Curriculum Outcomes

Smoking, Alcohol and Other Drugs

By the end of grade 12, students will be expected to:

General Curriculum

Outcome 5. *Students understand the potential effects of substance use and the importance of being able to make decisions regarding what constitutes appropriate and inappropriate use of substances.*

1. Demonstrate an understanding of the impact of substance use on physical, emotional and spiritual health and well-being.
2. Demonstrate the ability to create, act upon, evaluate and revise a personal action plan for substance reduction.
3. Demonstrate an understanding of personal and societal beliefs, values and actions related to use of substances.

Environmental Health and Safety

General Curriculum

Outcome 6. *Students demonstrate skills and behaviours which enhance personal safety, the safety of others, and the protection of the environment.*

1. Demonstrate an understanding of the impact of individual and group.

Dental Health

General Curriculum

Outcome 7. *Students demonstrate knowledge, skills, and behaviours which contribute to achieving and maintaining dental health.*

Not applicable to high school.

Self Care

General Curriculum

Outcome 8. *Students demonstrate knowledge, skills, and behaviours which contribute to prevention of and control of conditions which affect optimum levels of wellness.*

1. Demonstrate the ability to apply knowledge and skills related to care of the body and prevention of disease.

Key Stage Curriculum Outcomes

Consumer Health

By the end of grade 12, students will be expected to:

General Curriculum

Outcome 9. *Students demonstrate knowledge, skills, and behaviours which contribute to reasoned decision making with respect to health-related products and services.*

1. Demonstrate the ability to critically analyse the impact of media and media images on individual lifestyle and lifestyle choices.
2. Demonstrate an understanding of the contribution of technology to a healthy lifestyle.
3. Demonstrate the ability to evaluate a range of services which contribute to healthy living.

