

Grade 9 – Specific Outcomes

WELLNESS CHOICES—General Outcome



Students will make responsible and informed choices to maintain health and to promote safety for self and others.

W – 9

Personal Health

Students will:

- 1. use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement
- 2. analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture
- 3. ***apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk***
- 4. analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal
- 5. develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines
- 6. analyze addictions; e.g., stages, kinds, and resources available to treat addictions

Safety and Responsibility

Students will:

- 7. ***evaluate implications and consequences of sexual assault on a victim and those associated with that victim***
- 8. develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks
- 9. analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving, boating, employment standards
- 10. assess the quality and reliability of health information provided by different sources; e.g., on the Internet
- 11. use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour
- 12. ***determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly***
- 13. ***identify and describe the responsibilities and resources associated with pregnancy and parenting***
- 14. ***develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour***

RELATIONSHIP CHOICES—General Outcome



Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

R – 9

Understanding and Expressing Feelings

Students will:

- 1. identify appropriate strategies to foster positive feelings/attitudes

- 2. analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful
- 3. analyze, evaluate and refine personal strategies for managing stress/crises
- 4. analyze, evaluate and refine personal communication patterns

Interactions

Students will:

- 5. describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships
- 6. model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner
- 7. refine personal conflict management skills; e.g., negotiation, mediation strategies

Group Roles and Processes

Students will:

- 8. analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills
- 9. evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings

LIFE LEARNING CHOICES—General Outcome



Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

L – 9

Learning Strategies

Students will:

- 1. apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination
- 2. relate the value of lifelong learning to personal success and satisfaction
- 3. use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices
- 4. refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers

Life Roles and Career Development

Students will:

- 5. extend and improve a personal portfolio; e.g., include sample application form, personal résumé, answers to typical interview questions
- 6. develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind

Volunteerism

Students will:

- 7. analyze the potential impact of volunteerism on career opportunities
- 8. investigate personal safety procedures for working as a volunteer; e.g., work in pairs

Please note that bold and italicized outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction.

Wellness Choices



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-9.1

The student will use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement.

Sample
Learning
Activities

Get ready

- Brainstorm a list of the characteristics of a healthy, active lifestyle.

Explore and apply

- Discuss obstacles to maintaining an active lifestyle.
- In small groups, generate creative ways for getting people involved in a healthy, active lifestyle.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.



Extend and commit

- Imagine that your local town or city council is looking for new ideas for promoting a healthy, active lifestyle. There is a prize for the best plan submitted and the winning plan will be implemented by local government with help from the winning student. Write a project proposal, including a project name, goals, suggestions for promoting the project, ideas for getting people involved and criteria for evaluating the project when it is finished. Include graphics, statistics and any other information you believe will convince the judges that your project is best.

Sample
Assessment
Activities

- Describe three practical strategies you can use to encourage each member of your family to become more physically active.

Wellness Choices



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W-9.2

The student will analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture.

Sample Learning Activities

Get ready

- Brainstorm a list of health treatments available in the community.

Explore and apply

- Choose five or six common health problems and research various treatments available through different health practices. Share your findings with the class.
- Develop a set of criteria for analyzing health information. Use this criteria to discuss the various treatments researched.

Extend and commit

- Collect recent news articles about alternative medical treatments. What are some of the ethical dilemmas these choices create?
- Organize a debate on the issue of whether or not our health-care system should pay the cost of alternative medical treatments.

Sample Assessment Activities

- Devise a list of 10 critical questions to ask as you are researching information on a particular health practice, condition or disease.

Teacher Background

Alternative health practices and treatments

Mind-body therapies focus on the emotional and psychological aspects of a patient's health. Research based on patients with breast cancer indicated that patients who cope well with stress live longer than those who have difficulty managing stress. Examples of mind-body therapies include hypnosis, breathing techniques, dance, music, art, poetry, prayer and meditation.

Acupuncture: Fine needles are inserted into the skin to stimulate the body's energy. Acupuncture has been used for thousands of years in China for a wide array of health problems. In North America, it is recognized for the treatment of nausea and pain caused by chemotherapy, and as an adjunct therapy for headaches, tennis elbow, menstrual cramps and low-back pain.

Homeopathy: This therapy is based on treating patients with small doses of medicine that produce the same symptoms as the patient's illness. Supporters believe that diluted extracts from herbs, minerals or animal substances can be effective remedies for illness and disease.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-9.2 (continued)

Naturopathy: Supporters of this therapy believe that disease is an alteration of processes that can be healed naturally through diet, herbal remedies, exercise, homeopathy, massage, spinal and soft tissue manipulation, hydrotherapy (using water to promote healing), counselling, light therapy and other techniques.

Aromatherapy: This therapy, originally used in ancient Egypt and India, has become increasingly common in the Western world. Aromatherapy uses essential oils to treat physical and emotional problems. The oils may be inhaled or applied during massage. Common oils used in aromatherapy include eucalyptus, lavender, rosemary and thyme.

Biological therapies: This category of therapies involves the use of vitamins, minerals or herbal supplements. Many drugs we use today are derived from plants.

Adapted with permission from Imaginis Corporation, "Alternative/Complementary Medicine," *Breast Health*, November 16, 2000, www.imaginis.com/breasthealth/alternative.asp (April 30, 2001).



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

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W-9.3

The student will apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk.

Sample
Learning
Activities

Get ready

- Growing up is not a neat and tidy experience. Teens will experience differing rates of physical, emotional, sexual and social development. Discuss what happens when one kind of development occurs faster or slower than another. For example, a 13-year-old boy could be almost six feet tall but still be interested in the same social activities he enjoyed when he was 11 or 12 years old.
- Discuss the challenges faced by teens who experience rates of growth different from their peers.

Explore and apply

- In small groups, discuss strategies for coping with the challenges identified as a class.
- Share ideas with the class and make a list on the board. For example:
 - positive self-talk
 - accepting that it is okay to be different
 - remembering to maintain individuality in a group
 - attending peer support groups within the school
 - getting health information from reliable sources.

Extend and commit

- Reflect on the challenges you are facing related to growing up. For example, you might feel that friends are more or less mature, or you might feel self-conscious about your rate of growth. How do you cope with these challenges? If you are experiencing negative feelings or consequences because of these challenges, are there strategies you can apply to improve your sense of self-worth? If you feel quite positive about yourself, what are you doing to accomplish this?

Sample
Assessment
Activities

- Create a tip sheet for teens offering advice for coping with the challenges of growing up. Suggest coping strategies and the benefits of those strategies. Make your tip sheet friendly and informative.

*Please
Note*

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities if they involve references to sexuality.



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CONTENT:

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W-9.4

The student will analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal.

Sample Learning Activities

Get ready

- Collect at least five ads directed at teens that could influence feelings and attitudes about body image. Bring them to class and display.
- Discuss and define the terms **stereotyping**, **implicit message** and **explicit message**, and identify examples of each.

Explore and apply

- Examine the ads displayed in class. Determine the message in each and whether it is explicit or implicit.
- Discuss how many of the messages are positive and how many are negative.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



Extend and commit

- Design a health-related ad for a teen magazine that contains at least three positive messages about body image. Consider both the implicit and explicit messages in your ad.

Sample Assessment Activities

- Write a letter to a magazine publisher or television producer expressing your concerns about potentially damaging messages about body image conveyed by current advertisements or commercials. List your reasons for concern and use specific examples to illustrate your point. Give suggestions for changes that would promote the products effectively but would convey positive messages about body image.

Connections

Ideas for promoting and enhancing the development of a positive body image

Students can:

- be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy
- look for varieties of body types among television and media personalities
- talk to parents or older siblings about body image concerns
- appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity and artistic abilities
- be aware that their physical bodies make up only a part of who they are or can be.



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Outcome W-9.4 (continued)

Parents can:

- be aware that the beginning of puberty can bring about changes which affect body image
- be aware that puberty changes begin gradually but often earlier than parents might expect
- make a conscious effort to have and model healthy behaviours and attitudes related to body image
- be aware that negative comments about body size and type can be damaging to their children's developing sense of worth
- be available to listen and talk when children have questions or concerns about body image
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes
- help your child develop strategies to handle teasing
- ensure that siblings do not tease each other about body size or image
- make a conscious effort not to compare body types among family, friends and celebrities in nonconstructive ways, such as "She would look much better if ..."
- help your child understand that diversity in body shape and size is normal and natural—all types deserve respect.

Wellness Choices



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CONTENT:

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- Student Activity Master

W-9.5

The student will develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines.

Sample Learning Activities

Get ready

- Review the philosophy and guiding principle of *Canada's Food Guide to Healthy Eating*.

Explore and apply

- Analyze a one-day menu from your school's cafeteria or a local restaurant. How does the menu conform to *Canada's Food Guide to Healthy Eating*?
- Design a campaign to raise students' awareness of healthy eating patterns and how healthy eating contributes to overall well-being.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



Extend and commit

- Write a proposal to your school administration or food service provider suggesting alternate menus or snack selections that emphasize nutritious foods.

Sample Assessment Activities

- Think of the foods you like to eat. What decisions can you make to moderate your fat intake and still enjoy these snacks?
- Discuss the advantages of eating a piece of fruit instead of a candy bar. (Possible responses include the value of fruit for fiber, vitamins, trace elements, water content.)
- Investigate the nutritional value of a common food by analyzing the label and packaging for nutrient information. Consider the claims made on packaging or in advertising and prepare a report explaining whether or not you consider this food to be a healthy choice.

Teacher Background

Making good food choices

Analysis and problem-solving skills can help teens make the informed choices necessary to commit to healthy eating.

Objectively examining nutrient content information allows people to assess the impact of specific foods on their overall nutrient intake. Developing skills in label reading will help teens use this information when making decisions about food.

Canada's Food Guide to Healthy Eating can be used to assess the quality of restaurant and cafeteria foods where labelling is not required. Teens who are well-versed in analyzing food records and menus using the food guide can use this skill to examine how restaurant eating will impact their overall eating pattern.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Wellness Choices



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-9.5 (continued)

Connections

Ideas for encouraging healthy eating habits

Students can:

- make informed food choices that benefit health and well-being
- develop skills in label reading and menu analysis as a means of making informed food choices
- propose that food service providers offer more nutritious menu items.

Parents can:

- encourage teens to take an active role in food purchasing by reading labels, and requesting nutrition information in restaurants and cafeterias
- respect teens' unique food preferences
- involve teens in planning and preparing healthy meals for themselves and their family.

Communities can:

- support proposals by teens aimed at improving the range of nutritious foods offered at schools and public recreational facilities
- provide information on label reading and shopping for foods through local grocery store tours.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.



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CONTENT:

- Teacher Background
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- Student Activity Master

W-9.6

The student will analyze addictions; e.g., stages, kinds, and resources available to treat addictions.

Sample
Learning
Activities

Get ready

- As a class, discuss and define the concept of **addiction**.

Explore and apply

- As a class, brainstorm substances and behaviours one can become addicted to.
- Identify signs of an addiction.
- Discuss the stages of addiction. Invite a resource person from the Alberta Alcohol and Drug Abuse Commission (AADAC) or a health or addictions professional to speak to the class and answer their questions about addiction.
- Use the telephone book or a community directory to identify the resources available to people dealing with addictions in your community.
- Invite a resource person from a local treatment program to discuss available programs and how they address addiction issues.

Extend and commit

- Find a first-person account about struggling with an addiction in a novel or movie and share it with the class.

Sample
Assessment
Activities

- Design a poster that outlines signs of a specific addiction, and lists local resources and supports available. Keep the tone of your message positive and build a case for overcoming addiction and making healthier life choices.

**Teacher
Background**

Addiction

An addiction is an activity or substance people repeatedly crave and for which they are willing, if necessary, to pay the price of negative consequences that affect other areas of their lives. Individuals can be addicted to substances, such as alcohol, cigarettes, food or street drugs, and activities, such as gambling, shoplifting or overspending.

Signs of addiction:

- changes in school work
- changes in physical appearance
- changes in eating or sleeping habits
- changes in friends
- changes in behaviour.



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Outcome W-9.6 (continued)

Warning signs of drug and alcohol use in youth:

- bloodshot eyes, dilated pupils, wearing sunglasses
- runny or irritated nose
- frequent cough and respiratory infections
- loss of appetite, weight loss or gain, frequent “munchies”
- bloated appearance
- frequent headaches, vomiting and tiredness
- excessive sleep or difficulty sleeping, decreased energy
- slurred, slow speech or hyperactivity
- difficulty concentrating or thinking critically
- drop in school attendance, performance
- wide mood swings, depression, anxiety, paranoia
- belligerence, defensiveness, vulgarity
- change in friends, old friends expressing concern
- increase in secrecy, avoidance of communication with parents
- constant need for money
- loss of interest in family activities.

When confronted about their addiction, people may:

- deny
- minimize
- blame
- give excuses and rationalizations
- divert
- become angry.

Stages of drug abuse

1. Individual discovers mood change that happens with drug use.
2. Individual seeks the mood change. Drug use moves into everyday life; more drugs may be added. Changes in friends and activities become noticeable.
3. Individual is preoccupied with altering mood and begins to use drugs more frequently. This may lead to criminal activity, such as impaired driving, drug trafficking or theft.
4. Individual uses drugs to feel normal. The use is compulsive and out of the individual’s control. The individual is using drugs to function, not just to feel high.

Long-term consequences of abuse:

- missed learning opportunities
- damage to social and personal relationships
- impact on major life choices due to potential criminal records.

Overcoming addiction

Change is a process, not an event. It requires the desire and motivation to change, and the skills to handle change successfully. Parental and school support is critical to recovery.



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Outcome W-9.6 (continued)

The process of change

Step 1: Precontemplation—the person who is addicted feels he or she doesn't want to change or see the need to change.

Step 2: Contemplation—the person who is addicted is aware change needs to happen or that he or she may have a problem but is not ready to act; at this point, the individual may seek information from a counsellor.

Step 3: Preparation—the person who is addicted may begin to make solid, realistic plans about changing the using behaviour, such as seeking help from a counsellor and gathering information to create an action plan.

Step 4: Action—the person who is addicted takes steps toward change by getting more information, asking for help and putting the action plan into place.

Step 5: Maintenance—change has taken place; the person reaffirms lifestyle choices, and applies new learnings and insights to cope with situations that might lead to relapse.

What parents and schools can do

- Insist that individuals who are addicted take responsibility for their actions, even though they don't want to change their addictive behaviour.
- Recommend behavioural change directly and frequently.
- Address specific incidents and behaviours that cause distress for the individual and others.
- Use consistent consequences to deal with negative behaviours of the individual who is abusing drugs.

Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC) Youth Services, *Parent Handbook, Find the Freedom* (Edmonton, AB: AADAC, 1996), pp. 10, 11, 14, 15, 16, 17.



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CONTENT:

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W-9.7

The student will evaluate implications and consequences of sexual assault on a victim and those associated with that victim.

Sample Learning Activities

Get ready

- Define **sexual assault**.

Explore and apply

- Discuss the possible implications and consequences for people who are victims of sexual assault. For example, they may believe they did something to deserve it and are now “damaged goods;” they may live in constant fear of men or of going out alone.
- Consider the implications or consequences for people close to the victims, such as friends and family members. For example, they may believe they are somehow responsible because they didn’t protect the person; they may be angry or feel helpless.
- Identify some of the fallacies or errors in reasoning of these beliefs. Analyze these fallacies in terms of their source (what leads people to accept these beliefs) and identify what is wrong or inaccurate about such beliefs. Suggest alternate ways of thinking about sexual assault and the people affected by this type of assault.
- Brainstorm ways to support the healing of people who have been sexually assaulted.

Extend and commit

- Generate ideas for the prevention of sexual assault in your school and community.

Sample Assessment Activities

- Discuss the importance of knowing how to stay safe and prevent assault.
- Write a letter to a fictitious friend who is struggling with the consequences of a recent sexual assault. Offer support and words of encouragement.

Teacher Background

Sexual assault

Sexual assault is unwanted sexual contact, ranging from exposure to intercourse. Sexual assault is a crime of violence, ranging from peer pressure to forced assault. The aim of the person offending is not to pursue lust, passion or desire, but to overpower, control and humiliate the person who is the victim. Victims and offenders can be male or female. Research indicates that males are more often the offenders and females are more often the victims. Most attacks are planned rather than spontaneous. Under no circumstances is the person who has been victimized at fault—for anything he or she has said, done or worn. Nothing justifies the sexual assault of one person by another.

Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.



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Outcome W-9.7 (continued)

What a student should do if assaulted

- Be aware of local crisis lines.
- Tell someone who can be trusted.
- Get medical attention as soon as possible.
- Report the incident to the police.
- Be aware that the incident was not his or her fault.
- Take time to recover.

Reactions of people close to a victim

People close to a victim may feel helpless and frustrated, fearful for their own safety, angry with the offender, and possibly even angry with the victim for not preventing it. They may also feel guilty for not preventing it themselves. It is important to recognize these as their own feelings, not those of the victim. They should turn to others for personal support.

Myths about sexual assault

There are many attitudes and beliefs about sexual assault. Some of these attitudes are harmful to survivors' recovery and their willingness to report the experience. Below are some common myths.

Most sexual assaults are committed by men who jump from bushes and wear masks.

- According to Statistics Canada, 85 percent of all sexual assaults are perpetrated by someone the survivor knows.
- At the University of Alberta Sexual Assault Centre, approximately 95 percent of clients know their perpetrators.
- We choose to believe that strangers perpetrate sexual assaults because:
 - it's easier to believe that a stranger, and not someone who is loved and trusted, could be hurtful in this way
 - sexual assault by strangers is reported most by the media, perpetuating the idea that this type of assault happens more often.

Men should be able to protect themselves from being sexually assaulted.

- There are times when men are unable to protect themselves from sexual assault for varying reasons.
- One in three males will be the victim of one or more unwanted sexual acts.

Some women "ask for it" by wearing provocative clothing or walking alone at night.

- Most sexual assaults take place in the home or in places that are familiar and considered safe by the survivor.
- Sexual assault centres report supporting survivors ranging from three months to 87 years. Sexual assault is about power, not sex. Sex is the weapon used to gain power over another person.
- No matter what someone is wearing or where someone is walking, no one "asks" to be sexually assaulted.



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Outcome W-9.7 (continued)

What to do if someone has been sexually assaulted

Sexual assault is an act of violation. Disclosing the event may be like reliving the sexual assault all over again. For this reason, the reactions of those hearing the disclosure can be critical to the individual's recovery.

Listening to a disclosure of sexual assault can be overwhelming, but there are three things you can do to support an individual who is confiding in you.

- *Listen* – Let the person who has been assaulted tell the story and listen attentively. This can be validating and helpful. Show you are listening by making eye contact, maintaining open body posture and limiting your questions. It is difficult for individuals to share their stories. Allowing silence during the disclosure is helpful.
- *Be nonjudgemental* – Many people who have been sexually assaulted do not disclose their experience because of fear of not being believed or of being blamed for the sexual assault. If someone chooses to disclose to you, he or she trusts that you will be nonjudgemental.
- *Provide options* – During the sexual assault, all control has been taken away from the individual. Help the individual regain control by offering the following options for recovery.
 - Report the incident to the police.
 - Seek medical attention. It is important to receive care for any injuries. A medical exam can provide evidence should the case go to trial. A medical exam can also determine if any disease has been transmitted.
 - Have a 24-hour crisis line number available for someone to talk to in the middle of the night.
 - Seek long-term counselling.
 - Do nothing. The survivor may need time to process what happened and make decisions.

An individual has the right to choose those options that he or she is comfortable with.

Adapted with permission from Campus Crime Stoppers, University of Alberta, *Personal Safety and Security Handbook* (Edmonton, AB: Campus Crime Stoppers, University of Alberta, n.d.), pp. 13, 14.

- If you have information about a minor being abused, you are legally required to break confidentiality and report that incident to the Child Abuse Hotline at 1–800–387–5437 or directly to the local office of Alberta Children's Services.



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W-9.8

The student will develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks.

Sample
Learning
Activities

Get ready

- Brainstorm safety issues for teens.
- List five significant safety issues for teens in your school. Discuss the risk behaviours associated with each issue.
- Discuss how learning to ride a bicycle may have been a potential risky situation when you were a small child but learning to ride had positive results and benefits.
- List three positive risks taken in life, then share in groups of three or four.

Explore and apply

- Discuss what constitutes a **smart risk**. How does this differ from impulsive behaviour?
- Choose two or three high-risk behaviours and make a mind map showing how these behaviours could affect you and others. Consider the dimensions of wellness, including physical, emotional, social and cognitive.
- Design a campaign to promote harm reduction for a safety issue that is relevant in your community.
- Review and discuss the ideas in *Student information master 37: Taking positive risks* on pages B.53–B.54 in Appendix B.

Extend and commit

- Find out what research indicates about successful safety campaigns. What are the key elements? Do scare tactics work? What has the most influence on the adolescent audience?

Sample
Assessment
Activities

- Write an article for your school newsletter encouraging students to make safe choices and reduce risk behaviour.
- Describe one behaviour you consider a smart risk but that your parents might consider a high risk. Explain.

Teacher
Background

Positive risks

Many teens are risk takers. Unfortunately, the risks they choose are not always positive. Teens need to seek out positive risks. Each individual has a comfort zone outside of which they typically do not stray. To become successful, people must venture outside of their comfort zones and take positive risks that enable them to grow.



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Outcome W-9.8 (continued)

Connections

Ideas for promoting and enhancing risk-management skills and attitudes

Students can:

- evaluate personal risk-taking behaviours
- attend programs aimed at risk taking, such as the Prevent Alcohol and Risk Related Trauma in Youth (PARTY) program or presentations sponsored by Mothers Against Drunk Drivers (MADD) or Students Against Drunk Drivers (SADD)
- evaluate personal impulsiveness and develop strategies for critical thinking before acting on impulse
- practise thinking through their actions before engaging in high-risk behaviours
- provide feedback to peers regarding impulsiveness and choices
- consult parents or trusted adults when unsure about the risks involved in personal decisions
- talk through the process and merits of taking risks when appropriate
- practise taking personal risks in safe situations; e.g., present personal viewpoints; be willing to make mistakes and learn from them
- choose to develop calculated risk-taking behaviours through incremental risk taking, starting with small risks and working toward significant ones.

Parents can:

- model calculated risk taking in their personal lives
- talk to their teens about risk-taking behaviours
- organize a Mothers Against Drunk Drivers (MADD) presentation in local junior high schools.

Communities can:

- provide presentations regarding risk-taking behaviour involving local agencies, such as the RCMP, police services, emergency medical technicians (EMTs) and mental health professionals.

Wellness Choices



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W-9.9

The student will analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving, boating, employment standards.

Sample Learning Activities

Get ready

- Brainstorm a list of safety laws, rules and equipment required when participating in recreational activities.
- Discuss whether laws, rules and equipment are effective in these situations.
- Review *Student information master 38: Employment standards* on pages B.55–B.56 in Appendix B.

Explore and apply

- Mountain climbing and other wilderness sports are often considered risky. Discuss whether participants should be required to follow certain safety rules or undergo mandatory training. Should individuals be required to pay for the cost of their own rescues in event of an emergency?
- Choose a sport, recreational activity or workplace issue, and research the laws, rules and equipment required. Do you believe the laws, rules and equipment are necessary? Do you believe the related laws and rules are enforced successfully? Can you suggest alternative laws or rules, or alternative ways of enforcing existing ones, that would be more effective? Be sure to explain why or why not for each answer. Present your information to the class or organize it as a display in the school library.

Extend and commit

- Create a safety brochure outlining the rules, laws, policies, required equipment and any other information necessary for safe participation in recreational activities that are part of your school's extracurricular program.

Sample Assessment Activities

- Describe the laws and policies that promote safety in your favourite recreational activity.

Connections

Ideas for promoting and enhancing motor vehicle safety in the community

Students can:

- abide by traffic signs as pedestrians, cyclists and student drivers
- take driver training courses offered in the school or community
- practise safe driving with parents or driving instructors
- observe their parents' safe-driving practices
- attend the Prevent Alcohol and Risk Related Trauma in Youth (PARTY) program or a similar program focused on preventing risk-related trauma
- take defensive driving courses
- organize nonalcoholic activities for special occasions, such as Grade 9 graduation
- organize a Students Against Drunk Drivers (SADD) group within the school
- learn and practise assertive behaviours for refusing to ride with impaired drivers.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-9.9 (continued)

Parents can:

- model safe driving
- insist on seatbelt use by all passengers at all times
- provide opportunities for students with learner's permits to practise driving in safe situations
- encourage new drivers to limit the number of passengers
- point out safe-driving practices while driving
- point out traffic signs and quiz teens on their meanings
- model appropriate use of cell phones by pulling over when using them
- organize a Mothers Against Drunk Drivers (MADD) presentation in the school
- accompany teens to the Prevent Alcohol and Risk Related Trauma in Youth (PARTY) program as chaperones
- model safe behaviours related to alcohol and driving
- make an agreement to pick teens up from activities where older drivers may have been drinking
- host and supervise nonalcoholic parties for teens.

Communities can:

- offer student presentations led by professionals through local RCMP and driving schools
- organize motor vehicle safety inspections
- facilitate driver-training programs in schools
- organize simulated accidents involving local emergency medical technicians (EMTs), RCMP, police services, hospital emergency personnel and fire departments.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-9.10

The student will assess the quality and reliability of health information provided by different sources; e.g., on the Internet.

Sample
Learning
Activities

Get ready

- Brainstorm a list of health questions or issues a Grade 9 student might research on the Web.

Explore and apply

- Review and discuss *Student information master 39: How to evaluate health information on the web* on page B.57 in Appendix B.
- Working in pairs, do a Web search on two of the health issues identified in the brainstormed list. Use the guidelines from *Student information master 39: How to evaluate health information on the web* to assess the quality and reliability of the information.

Extend and commit

- Research and discuss the positive and negative influences that the Internet is having on medical research and the availability of health information.

Sample
Assessment
Activities

- Find a Web site, preferably created for teens, that provides health information. Write a review of the Web site, including your opinion on its reliability, the kinds of information it provides and does not provide, and your recommendation for other teens on whether or not to access information from this site.

Wellness Choices



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-9.11

The student will use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour.

Sample Learning Activities

Get ready

- As a class, review the terms **resiliency** and **mentors**.

Explore and apply

- Generate a list of personal resiliency skills teens can use to recover from or survive difficult circumstances.
- Generate two or three scenarios and prepare role-plays in which you apply personal resiliency skills to deal with situations.
- Discuss the effectiveness of the skills and make suggestions for improving or altering them.
- Brainstorm a list of ways to develop resiliency.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.



Extend and commit

- Discuss what your personal resiliency skills are. How have you developed these skills? Have you used them successfully? What could you do to improve or apply them more successfully?

Sample Assessment Activities

- Analyze your personal resiliency skills. Comment on your strengths and what you could do to improve or add to your list so you are well-equipped to handle challenges.
- Identify an important mentor in your life and write a letter to that person explaining how he or she contributes to your life.

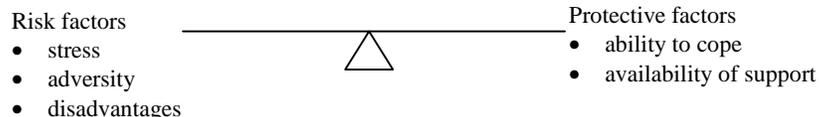
Teacher Background

Resiliency

“Resiliency is the ability to recognize our personal power—to see ourselves and our lives in new ways.”

Patricia O’Gorman
AADAC

Resiliency is a process of balancing protective factors against risk factors. It is the gradual accumulation of emotional strength that gives people the ability to rise above difficult life circumstances.





The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-9.11 (continued)

Resiliency researcher Bonnie Benard discovered that resilient individuals have social competence. They attract positive attention from others, are empathetic and caring, communicate well and can find humour in difficult situations.

They have problem-solving skills. They can plan, think critically and creatively, and seek help when they need it.

They develop a critical consciousness which allows them to be aware of the problems in their family or society, and to know that they are not the cause of these troubles.

They have autonomy. They believe in their ability to influence events around them, and have a strong sense of their own identity, which does not waiver in the face of neglect or ridicule.

Resilient children have a sense of purpose and believe in a bright future. They have goals, educational aspirations, optimism and faith.

Resilient children use the abilities they have effectively. They can take advantage of opportunities that exist in their environment.

Resilient children tend to recruit support from friends, relatives, teachers and other elders. They join organizations like 4-H or the YMCA. They take advantage of educational opportunities at community colleges, churches and community service organizations.

Adapted from Deirdre Ah Shene, "Resiliency: A Vision of Hope," *Developments* 18, 7 (1999), pp. 2–3. Adapted with permission from the Alberta Alcohol and Drug Abuse Commission (AADAC).

We are all born with innate resiliency, with the capacity to develop the traits of resiliency. Resiliency is a capacity for self-righting, and for transformation and change.

Connections

Ideas for promoting and enhancing the development of personal resiliency skills

Students can:

- develop caring relationships with adult mentors
- organize peer support groups within the school
- be aware of local counselling services
- seek help from adults or support services when facing difficulties
- recognize that it's okay when things don't go their way
- recognize that individuals can have control over most of the circumstances in life that cause unhappiness
- develop autonomy by learning to depend on themselves
- recognize that attitudes, actions and values are what define them, and not their past
- set reasonable personal goals, work toward them and celebrate their achievements.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-9.11 (continued)

Parents can:

- listen to their teens
- talk with their teens
- let their teens grow from their mistakes
- believe in their teens
- let their teens know that the world is a good place
- volunteer as mentors to teens in the school and community
- invite youth to join family outings and activities
- do something new together with their teens
- be aware that teens need meaningful relationships with at least three adults other than their parents
- help teens find trusted adults who share similar hobbies or interests
- connect with other families
- encourage teens to find adult-led programs of interest
- be aware of local support services for at-risk teens
- help teens recognize the relationship between positive attitudes and success.

Communities can:

- provide volunteer mentors through programs such as Big Sisters and Big Brothers
- facilitate youth–adult relationships through support of initiatives for teen recreation centres, coffee houses
- help teens organize drop-in centres through local agencies and Chambers of Commerce, and provide access to a variety of mentors
- organize annual neighbourhood block parties
- increase awareness of resiliency and the factors that promote resiliency in youth
- provide inservices for community coaches, mentors and group leaders which focus on promoting resiliency
- celebrate teen success within the community through local newspapers and newsletters.

Wellness Choices



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-9.12

The student will determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly.

Sample
Learning
Activities

Get ready

- Discuss why we now use the term “safer” sex versus “safe” sex.

Explore and apply

- Brainstorm the responsibilities and possible consequences of a sexual relationship.
- List safer sexual practices. Counter each statement with a “but” statement. For example: condoms are a recommended method of birth control but they have a 20 percent failure rate.

Extend and commit

- Discuss the meaning of abstinence, and suggest times and situations when abstinence may be the most suitable form of sexual expression.

Sample
Assessment
Activities

- In your own words, describe “safer” sex practices that teens need to consider when making decisions about sexual activity.



Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-9.13

The student will identify and describe the responsibilities and resources associated with pregnancy and parenting.

Sample
Learning
Activities

Get ready

- Consider how the life of a Grade 9 student would change with each of these events:
 - an unplanned pregnancy
 - becoming a single parent
 - leaving home to live on your own.

List the new responsibilities a young person would be faced with in each of these situations.

Explore and apply

- Research and report on the risks and health consequences of teenage pregnancy from three perspectives: the teen mother, the teen father, the newborn. Consider the physiological, emotional and social implications. How are the lives of these individuals changed? Explain how this experience touches the lives of others as well, such as family and friends.
- Use a phone book or a community service guide to locate local agencies that could offer support for unplanned teenage pregnancies.

Extend and commit

- Use the Internet to research statistics for teenage pregnancy in your community. Compare these statistics with provincial and national numbers.

Sample
Assessment
Activities

- Brainstorm a list of at least 10 new responsibilities you would have if you discovered you were about to become a teen mother or father.

*Please
Note*

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-9.14

The student will develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour.

Sample Learning Activities

Get ready

- Discuss the sexual risks associated with alcohol and drug impairment.
- Discuss strategies for reducing the risk of date rape.

Explore and apply

- Discuss why and when teens need strategies for avoiding date rape.
- What advice would you give a friend who appeared to be at risk for sexual assault or abuse?

Extend and commit

- Create a one-minute public service announcement on reducing sexual risk taking.

Sample Assessment Activities

- Create a 10-point checklist for staying safe and avoiding sexual risk.

Teacher Background

Date or acquaintance rape

This is sexual assault in which the victim and offender know each other. They may be dating steadily, going out for the first time or perhaps just met. The usual distress associated with rape is increased in date rape by the betrayal of trust, the questioning of one's own judgement and self-blame. Eighty-five percent of all sexual assaults involve known offenders. One in 10 Canadian students is involved in some sort of dating violence.

Source: Sexual Assault Centre of Edmonton, 1998, 1999.

Be aware of rape drugs

- Rape drugs put a victim into a state of deep unconsciousness for many hours.
- Symptoms include feeling drunk, stumbling, being unable to focus, slurred speech, slipping in and out of consciousness.
- A person who suspects he or she has ingested a rape drug should go to a hospital immediately.



Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-9.14 (continued)

Preventing date rape

Set limits

- Know you have the right to set sexual limits.
- Know where you will draw the line before dating someone.

Be assertive

- Communicate your sexual boundaries clearly to your dating partner.
- Learn and practise refusal strategies.
- Don't worry about embarrassing yourself or your date.
- Shout for help if you need it.

Stay sober

- Realize that drugs and alcohol can impair judgement.
- Don't leave drinks unattended.
- Be cautious accepting drinks from other people.

Investigate new dating partners

- Learn to identify dangerous behaviours, such as jealousy, put-downs, teasing, ridiculing, not listening, not accepting your limits about sexual activity.
- If possible, speak to the person's previous dating partners.

Stay in control

- Act on instincts and leave if feeling uncomfortable.
- Always let someone know where you are.
- Arrive and leave with your own means of transportation or have someone pick you up.
- Avoid high-risk areas.
- Be alert but don't live in fear.
- Take a self-defense course.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-9.1

The student will identify appropriate strategies to foster positive feelings/attitudes.

Sample Learning Activities

Get ready

- In small groups, discuss situations in which an experience turned initially negative feelings into positive feelings, and situations in which someone was able to help you turn negative feelings into positive ones. Share with the class.
- Read and discuss *Student information master 40: Choosing a positive attitude* on page B.58 in Appendix B.

Explore and apply

- Use the following scenarios to role-play turning a negative experience into a positive experience.
 - *You made plans to go to a movie with a friend. At the last minute, your friend tells you he or she has invited your younger sibling along.*
 - *You were planning to go inline skating in the park with your friend. When you get there, you discover your friend did not bring his or her inline skates.*
 - *Your parents planned a special supper celebration after your event at the music festival. Your performance did not go well but the supper is on anyway.*
- Discuss the role-plays, focusing on strategies used to turn negatives into positives.

Extend and commit

- Invite a public relations professional to your class to discuss how to put “a positive spin” on an issue.
- Think of one negative issue in your life. Think of how you might change the issue from negative to positive. Do you need to change how you think about it? What do you need to do? Record your ideas on a problem-solving chart listing the issue, suggestions for changing from negative to positive, ways to change your thinking and what needs to be done.

Sample Assessment Activities

- Complete the following statements:
 - “Thinking positively is helpful because ...”
 - “Thinking positively is difficult sometimes because ...”
 - “When I know I am having negative thoughts, I ...”
 - “I can encourage other people to be more positive by ...”

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-9.2

The student will analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful.

Sample Learning Activities

Get ready

- Brainstorm the things people sometimes do rather than expressing or managing their feelings. For example: withdraw, deny, distract themselves, avoid others.

Explore and apply

- Discuss why people may choose not to express or manage their feelings in healthy ways.
- Generate two or three scenarios and role-play what might happen when a person chooses not to express or manage feelings. Sample scenarios could include:
 - *failing an important test*
 - *finding out you were moving to another city in less than a month*
 - *secretly feeling that your friends are tired of you and don't want you around.*
- Perform the role-play again, this time with the person expressing or managing feelings in a healthy way.

Extend and commit

- Think of a time when you didn't express or manage your feelings well. Write about what you did instead, why you did it and how you felt at the time. What might you do differently in a similar situation?

Sample Assessment Activities

- Create a poster, brochure or comic strip illustrating why people choose not to express or manage their feelings. Include suggestions for handling feelings appropriately.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-9.3

The student will analyze, evaluate and refine personal strategies for managing stress/crises.

Sample Learning Activities

Get ready

- Brainstorm a list of possible sources of stress for Grade 9 students at school and at home.

Explore and apply

- Review strategies for managing stress or personal crises effectively.
- Discuss how and why different stress management strategies work and when each is most effective.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



Extend and commit

- Interview adults in high-stress careers and discuss their personal strategies for managing stress.

Sample Assessment Activities

- Choose two or three sources of stress in your life. In a chart, list these stressors, the strategies you can use to manage stress and how these strategies will help. What skills could you add to improve your overall management skills? Which ones need refining to make them more effective?

Teacher Background

Coping with stress

Some stress is necessary. Stress is involved in psyching oneself up for a sporting event, motivating oneself to complete a difficult school project or becoming eager about an upcoming activity.

Too much stress may cause wear and tear on the body and mind. Major life events—such as moving, separation or divorce of parents, death of a loved one, changing schools or losing a friend—may cause anxiety and distress. Other day-to-day situations, including being late or leaving a project until the last minute, can also cause stress.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-9.3 (continued)

Symptoms of stress

- pounding heart
- shortness of breath
- cold hands or feet
- extreme moodiness
- memory blanks
- feelings of being overwhelmed
- worry
- butterflies in your stomach
- feelings of being out of control.

Common life stressors

- high expectations—in academics, athletics and other performance areas; the expectations may be your own or others
- family problems—separation or divorce, arguing
- peer pressure—to take drugs or alcohol; the need to be accepted and conform
- growing up—wanting to be independent but unsure of the responsibilities
- relationships—losing a friend, making new friends, dating
- time pressure—too many things to do and not enough time
- the future—college, employment, relationships, family, international conflicts and wars
- personal identity—figuring out who you are
- sexuality—uncertainty, pressure to conform, lack of information.

Managing stress

There are different ways to manage stress in your life, including changing the situation or changing your reactions. Stressors can be reduced by:

- exercising—keep fit through sporting activities
- nourishing the body—maintain a balanced diet and eat as little junk food as possible; get plenty of sleep; avoid cigarettes, alcohol and drugs; have an annual check-up
- relaxing—learn relaxation techniques, such as deep breathing and imagery, and use them daily
- balancing—create a balance between school, studying and play
- becoming aware of stressors in your life—learn to deal with troublesome events as they arise
- developing positive self-talk—replace negative thoughts with phrases, such as “I’m feeling relaxed” or “I can handle this.”

Adapted with permission from Alberta South Central Region, Canadian Mental Health Association, *Youth and Stress: Find the Right Balance for You!* (pamphlet) (Calgary, AB: Canadian Mental Health Association, 1991).

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-9.3 (continued)

Strategies for handling anxiety

- Be aware of what your body is telling you.
- Recognize that all people feel anxious at some time in their lives.
- Develop a plan and use it.
- Recognize your personal limitations.
- Practise relaxation techniques.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-9.4

The student will analyze, evaluate and refine personal communication patterns.

Sample Learning Activities

Get ready

- Review common communication barriers. Record on chart paper.

Explore and apply

- Do a triple T-chart of what effective personal communication looks, sounds and feels like.
- Use information from the chart to analyze your own personal communication style.
- Identify communication skills you currently have and skills you would like to improve.

Extend and commit

- Analyze the personal communication style of a favourite politician, talk show host or teacher.

Sample Assessment Activities

- Describe a situation in your life in which you would like to improve your communication. List five ways you could do this.

Teacher Background

Barriers to communication

- **Message overload**—we hear too much speech every day to listen carefully to all of it; we must let our attention wander sometimes.
- **Preoccupation**—we are busy thinking about something else which seems more important to us at the time.
- **Rapid thought**—we are able to understand speech much faster than people are capable of speaking, so our minds tend to wander in the “wait time.”
- **Effort**—listening carefully is hard work and some people are unwilling to expend the effort to do it well.
- **External noise**—there are distractions all around us and they make it difficult to pay attention to others.
- **Hearing problems**—some people have physiological hearing problems. This can cause frustration for both speaker and listener.
- **Faulty assumptions**—we sometimes make assumptions which prevent us from listening. For example, if someone is speaking about a topic we are familiar with, we may think “we’ve heard it all before.” Some people will assume that a topic is not important and will stop paying attention.
- **Lack of apparent advantages**—sometimes we don’t see the advantage of listening to others because we see a bigger advantage in talking. Persuasive speech lets you influence others and can win you attention and respect. Talking lets you release energy in a way that listening can’t. Since speaking seems to be more advantageous, people often miss the advantages of listening.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-9.4 (continued)

- **Lack of training**—many people think listening is a natural skill, like breathing, and that they don't need to learn or practise skills. Listening is a skill that takes practice.
- **Pretending**—to listen but having something else on your mind.
- **Stage-hogging**—only being interested in talking about your own ideas and not caring what anyone else has to say.
- **Selective listening**—only paying attention to things which interest you.
- **Insulated listening**—purposely not paying attention to something you do not want to hear, like reminders about a job which has to be done.
- **Defensive listening**—when you think that everything the other person says is an attack on you.
- **Ambushing**—listening carefully to collect information which can be used against the person at a later time.
- **Insensitive listening**—when you don't try to look beyond the words of a person to understand things that are not being said. You just listen to the words and take them at surface value. For example, when you ask how your friend is and she says “fine” but has tears in her eyes and a shaky voice, you are an insensitive listener if you only hear her say she's “fine” and don't realize that her body language tells you she is upset.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-9.5

The student will describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships.

Sample Learning Activities

Get ready

- Brainstorm a list of people with whom you have a positive relationship.
- Beside each name, write one quality that you appreciate about that person, and one positive activity, feeling or moment that you associate with that person.

Explore and apply

- Do a think–pair–share on what it takes to maintain a healthy relationship. Compare answers with the following research findings on what contributes to intimate relationships:
 - time spent together
 - mutual desire for closeness
 - mutual respect, equality
 - honest communication
 - a high degree of trust built over time.
- Brainstorm characteristics of an unhealthy relationship.
- Working in pairs, develop a scenario illustrating an unhealthy relationship. Exchange scenarios and write an advice column suggesting possible strategies for improving or ending the relationship.

Extend and commit

- Discuss the difference between hurting someone’s feelings and emotionally abusing a person.

Sample Assessment Activities

- Create a Venn diagram comparing and contrasting healthy and unhealthy friendships.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-9.6

The student will model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner.

Sample Learning Activities

Get ready

- As a class, define and describe **integrity** and **honesty**.
- Brainstorm examples of actions or ways of speaking that model integrity and honesty.

Explore and apply

- Discuss the meaning of the term **ethical principles**.
- Discuss ethical principles you accept and live by at school and at home.
- Generate scenarios in which a teen character faces an ethical dilemma in a difficult situation at home or school. Role-play the scenarios, modelling integrity and following ethical principles.
- Analyze the role-plays to identify what strategies the characters used to behave in an ethical manner. Identify the positive personal rewards of choosing ethical behaviour, such as personal satisfaction, respect from peers and teachers.

Extend and commit

- Create a checklist for ethical behaviour at school. Include items relating to both words and actions that successfully model integrity and honesty. Display your checklist on a poster or chart that can be posted in the classroom.
- Think of an ethical dilemma you have faced in the recent past. Summarize it in a paragraph, identifying the situation and answering the following questions. Did you model integrity in the way you handled the situation? If yes, what strategy or strategies did you use? If no, what could you have done to behave in an ethical manner? What would be the benefits of acting with integrity?

Sample Assessment Activities

- Write a paragraph describing a recent situation in which you acted with integrity and honesty.

Teacher Background

Ethical behaviour

Ethics is the study of standards of conduct and moral judgement. Ethical principles guide everyday conduct and decision making, and form the basis for personal standards.

Integrity is best defined in terms of action: practise what you preach; do what you said you would do; live in accordance to your beliefs; keep promises; do what you know is right. Integrity is the opposite of hypocrisy.

Hypocrisy is when a person says one thing and then does another.

Justice is the fair treatment of others.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-9.6 (continued)

How students can apply ethics

- Admit mistakes.
- Follow school and classroom rules.
- Choose to do good to others.
- Apply ethical principles in class meetings.
- Apply ethical principles to fair play in team sports and activities.
- Accept the consequences of their own actions.

How teachers can model and reinforce ethical principles

- Admit mistakes.
- Model fair and ethical treatment of all students.
- Provide correction in a way that maintains students' dignity, including giving correction privately, dealing with behaviour rather than personality, and maintaining a calm, fair and nonjudgemental attitude.
- Adhere to school and classroom rules.
- Include ethical principles when discussing reasons for choices or decisions.
- Provide consistent and logical consequences for negative behaviours.
- Point out character virtues in students, such as "That showed a lot of kindness" or "You showed integrity in your decision to walk away from that conflict."

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-9.7

The student will refine personal conflict management skills; e.g., negotiation, mediation strategies.

Sample Learning Activities

Get ready

- Review terms:
 - **negotiation**—talking over and arranging terms
 - **compromise**—giving up part of what you want in order to get some of what you want
 - **consensus**—all people reach a general agreement
 - **mediation**—a neutral party helps those in the conflict review the process and stay focused. A mediator does not offer solutions or make judgements.

Explore and apply

- Working in pairs, outline an example of how the steps of negotiation can be used in a disagreement between two teenagers or a teenager and a parent, teacher, sports coach or job supervisor.
- Generate a list of scenarios of typical parent–teen conflicts. Topics could include cleaning your room, agreeing to a curfew, doing household tasks, eating breakfast, completing homework on time, talking on the telephone, choosing appropriate outdoor clothing. Role-play effective negotiation strategies in each situation.
- Role-play the conflict situations with a third person playing the role of mediator. Discuss what works and why.
- Create a poster outlining the steps of negotiation and mediation.
- Read and discuss the ideas in *Student information master 41: Negotiation skills* on pages B.59–B.60 in Appendix B.

Extend and commit

- Investigate how mediation helps families work out solutions that promote a win/win philosophy during divorces.

Sample Assessment Activities

- Imagine you are working on an important school project with another classmate. You and this classmate cannot reach an agreement on how to present the project and you also feel the other person is not carrying his or her weight of the workload. Describe at least two strategies you could use to manage this conflict.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-9.7 (continued)

Teacher Background

Mediation

The mediation process involves five steps.

1. **Setting the stage.** Mediators remain neutral. There are no interruptions or name-calling. The parties in conflict must agree to solve the conflict.
2. **Telling the story.** The mediator asks each person to tell what happened. After both sides have had the opportunity to speak, the mediator summarizes, giving each person an opportunity to add anything they forgot or need to explain in clearer terms.
3. **Identifying goals.** The mediator leads both parties in identifying their goals, and asks each person to clarify the goals from his or her perspective.
4. **Brainstorming possibilities.** The mediator encourages both parties to brainstorm, using questions, such as “What would you like the other party to do?” The mediator records everything said without censoring ideas.
5. **Evaluating the options.** The parties choose a solution. The mediator asks each person which of the possibilities he or she is willing to work with and what he or she will do to make it work. The mediator restates the options agreed to.

The mediator should use a summary sheet for taking notes. There should be one sheet for each party or person represented. At the end of the mediation, each person or group should sign the sheet indicating that they agree with the final decision of the process.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-9.8

The student will analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills.

Sample
Learning
Activities

Get ready

- Discuss what it means to express individuality within a group.
- Discuss reasons why it is important to maintain individuality and be true to oneself rather than conforming to what others do or think.

Explore and apply

- In small groups, identify ways you express your individuality at home, school and in the community.
- Share these ideas with the large group.
- Review the concepts of **self-respect**, **assertiveness** and **refusal skills**.
- Discuss how these concepts relate to maintaining individuality within a group.

Extend and commit

- Discuss examples of situations in which it may be counterproductive to stand out in a group.

Sample
Assessment
Activities

- Create a list of strategies for staying true to yourself. Describe the benefits of using these strategies.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-9.9

The student will evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings.

Sample Learning Activities

Get ready

- Discuss how an effective group typically has three core activities:
 - accomplishing its goals
 - maintaining itself internally
 - developing and changing in ways that improve its effectiveness.

Explore and apply

- Work with a partner to create a Venn diagram comparing and contrasting the qualities of effective and ineffective groups.
- Describe one group you are a member of and what makes it an effective group.
- Review *Student information master 42: Leading and encouraging discussions* on pages B.61–B.62 in Appendix B. Use this information in class and school meetings.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.



Extend and commit

- Use *Student activity master 46: Meeting evaluation* on page C.47 in Appendix C to assess meetings you participate in over the next month. Use the assessment to identify areas of strength and to set new goals for group effectiveness.

Sample Assessment Activities

- Evaluate your contribution to group effectiveness by completing this checklist evaluating your participation in class activities over the last week.

Checklist of meeting participation

I am a:	Always	Often	Sometimes	Not yet
• good listener				
• active participant in discussions				
• person who stays focused on the topics				
• person who is typically open to the ideas of others				
• person who takes any actions agreed on				
• person who prepares for the meeting				

- Add three more items to the checklist and assess your own performance for each of these indicators.



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-9.9 (continued)

Teacher Background

Belonging

Belonging to groups is an important aspect of life. Quality of life is partially dependent on the effectiveness of the groups people belong to, and this effectiveness is partially dependent on personal group skills and knowledge of group process.

People are born into one group, the family, and their survival is dependent on this group's support. Personal identity is derived from the way in which people are perceived and treated by other members of the many groups to which they belong. People are educated in groups, work and play in groups. All stages of life are characterized by the need to belong to groups.

What effective groups look like

- Group goals are clearly understood, relevant to the needs of the group, create cooperation and derive commitment from members of the group.
- Group members communicate ideas and feelings clearly and openly.
- Participation and leadership is distributed among the members. Everyone participates, is listened to and valued as members of the group. Skills and talents of all members are recognized and used.
- Power and influence is equal throughout the group and is based on ability and expertise, not on authority.
- The group uses appropriate decision-making procedures. The type of decision making used matches available time and resources.
- Controversy and conflicts among those with differing opinions are encouraged, and used to explore alternatives and improve group decision making.
- Members are satisfied with their membership and feel a high level of trust, acceptance and support from the group.
- Problem-solving skills are strong. The group practises possible solutions and evaluates their effectiveness.
- The group encourages innovation and smart risk-taking.
- Members evaluate the effectiveness of the group and decide how to improve its functioning.

From David W. Johnson & Frank P. Johnson, *Joining Together: Group Theory and Group Skills*, 1/e (pp. 1, 3–4). Published by Allyn and Bacon, Boston, MA. Copyright © 1975 by Pearson Education. Adapted by permission of the publisher.

Individual participation in group decision making

A group member is more likely to commit to a decision if he or she has been involved in making the decision. The more members participate in discussions, the more they will believe they influenced the decision, feel committed to the decision and take on responsibility for making the decision work. People tend to value and support what they help to create.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-9.9 (continued)

Connections

Ideas for developing group interaction skills and promoting group effectiveness

Students can:

- participate in class meetings
- take turns chairing class discussions
- reinforce others' use of correct procedures
- attend municipal council meetings as observers
- get involved in local advisory groups
- attend portions of staff meetings to present to the teaching staff on current student projects
- attend school council meetings to present to parents on current student projects
- attend leadership conferences or retreats.

Parents can:

- hold family meetings for discussing issues and encourage all family members to participate and contribute
- encourage student participation in school council
- volunteer to supervise teen activity planning meetings.

Communities can:

- offer presentations on effective meeting strategies
- invite student representatives to municipal council meetings
- respond to invitations to attend student council meetings
- meet with students to discuss proposals for teen community initiatives
- sponsor junior achievement or youth business development courses.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-9.1

The student will apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination.

Sample Learning Activities

Get ready

- Brainstorm a list of time-management strategies you now use.
- Discuss which have been the most successful.
- Make a list of 10 advantages of using effective time-management strategies and five disadvantages of having poor time-management skills.

Explore and apply

- List typical situations during the Grade 9 year that require the use of time-management skills.
- Discuss which strategies could be most useful to specific types of learning situations.
- Write a time-management plan for yourself for a specific time frame. Include your overall goal and the time-management strategies you intend to use to reach that goal. Keep a weekly journal of your progress. List what you have done or accomplished, which time-management skills you used effectively, struggles you encountered and plans for improvement in the next week. At the end of the plan, reflect on your original goal. Did you achieve it? Why or why not? What time-management strategies did you apply effectively? What do you need to change to be more successful in future situations?
- As a class, brainstorm a list of strategies for overcoming procrastination.

Extend and commit

- Discuss the importance of time management in the workplace. Generate a list of work situations in which good time-management skills are essential.
- Interview the busiest person you know and discuss his or her time-management strategies.

Sample Assessment Activities

- Describe three time-management skills you use throughout the school day. Explain how these strategies help you be a more effective learner.
- Design a brochure outlining five effective time-management strategies you can use in your home and social life.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-9.2

The student will relate the value of lifelong learning to personal success and satisfaction.

Sample

Learning

Activities

Get ready

- Do a think–pair–share discussing a specific skill you learned that gave you great satisfaction. For example: learning to ride a bike.

Explore and apply

- As a class, brainstorm a list of things you learned how to do that give you a sense of personal success and satisfaction.
- List the situations in which you learned these new things and the people who helped you. Discuss how learning happens everyday. Many people in your life can be teachers.
- Brainstorm a list of things you would like to learn in the future.

Extend and commit

- Discuss how these new skills will contribute to your personal success and satisfaction.
- Discuss a favourite book or movie and analyze how the characters continued to learn throughout the story. How did new learning contribute to their personal success and satisfaction?

Sample

Assessment

Activities

- Create a Top ten list of learning milestones in your own life.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-9.3

The student will use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices.

Sample Learning Activities

Get ready

- Review the concept of **positive risk taking**.
- Brainstorm a list of positive risks students could take to increase their self-confidence and positive sense of self.

Explore and apply

- Brainstorm decision-making strategies for selecting positive risks. For example: weighing the pros and cons, talking it over with a parent or trusted friend.
- Discuss how making decisions for yourself gives you more personal freedom but also makes you responsible for the consequences.
- Choose a positive risk you will take in the next few weeks and write a plan for what you intend to do and why. After the time period is over, reflect on the experience. How did you make your choice? Do you now believe it was a good choice? What have you gained from the risk you took? What have you gained from the decision-making process in selecting this risk?

Extend and commit

- Share examples of talented and famous people who took positive risks that contributed to their personal growth and empowerment.

Sample Assessment Activities

- Describe one positive risk you took this month. Explain how it affected your personal growth and sense of power. Describe how you made the decision to take this risk.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-9.4

The student will refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers.

Sample
Learning
Activities

Focus: Planning and saving for post-secondary education

Get ready

- With a partner, discuss career goals you have and steps you will need to take to reach these goals.
- As a class, discuss and define post-secondary education. Discuss the range of post-secondary opportunities available—from apprenticeships to university. Brainstorm a list of opportunities available in this province. Post the list in the classroom.

Explore and apply

- With your career goal in mind, take five minutes to write down what you think the total cost of a post-secondary education would be. List the expenses you might have and the costs of each. Multiply by the number of years of education required. Compare your estimates with a partner.
- As a class, view the video *Street Cents: Saving for School*. As you watch the video write down:
 - one or more of the saving or earning strategies that might work for you
 - one of the saving or earning strategies that would *not* work for you
 - one opinion in the video that you agreed with
 - one opinion in the video that you *disagreed* with.

This video is also available on the Alberta Learning Information Service (ALIS) Web site, www.alis.gov.ab.ca.

- Use *Student activity master 43: Refining your goal* on page C.44 in Appendix C to look at how and why your learning and future career plan goals have changed over the past two years.
- Research options for saving and paying for post-secondary education. Use *Student activity master 44: Paying for post-secondary education* on page C.45 in Appendix C to record this information.

Extend and commit

- Make a list of the Top ten questions about planning and saving for post-secondary education.
- Interview several students who are currently attending college, university or other post-secondary training. Discuss career goals, how they saved for their education and what advice they have about financing a post-secondary education.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcome L-9.4 (continued)

Sample Assessment Activities

- Use *Student activity master 45: Financial goals* on page C.46 in Appendix C to develop an action plan for planning and saving for your post-secondary education.
- Use the following rubric to evaluate your completed *Financial goals*.

4 <i>Meets standard of excellence</i>	3 <i>Exceeds acceptable standard</i>	2 <i>Meets acceptable standard</i>	1 <i>Needs improvement to meet acceptable standard</i>
<ul style="list-style-type: none"> • clearly and specifically identifies career, educational and financial goals • accurate and detailed estimate of costs • identifies multiple innovative strategies for saving money before and during post-secondary training 	<ul style="list-style-type: none"> • clearly identifies career, educational and financial goals • accurate estimate of costs • identifies multiple strategies for saving money before and during post-secondary training 	<ul style="list-style-type: none"> • identifies basic career, educational and financial goals • reasonable estimate of costs • identifies basic strategies for saving money before and during post-secondary training 	<ul style="list-style-type: none"> • vague identification of career, educational and financial goals • unreasonable or incomplete estimate of costs • vague or unrealistic strategies for saving money before and during post-secondary training

Connections

Ideas for promoting awareness of education programs and financial assistance for post-secondary education

Students can:

- talk to their parents about plans for financing post-secondary education
- talk to older students attending post-secondary training, and discuss career goals and financing of education
- update portfolio with career, learning and financial goals, and action plans for saving for post-secondary education
- visit the ALIS Web site at www.alis.gov.ab.ca
- create posters encouraging students in the school to begin thinking about and planning for their post-secondary education.

Parents can:

- discuss planning and saving for post-secondary education with their children
- participate in *Take our kids to work* program
- attend information sessions on student funding and post-secondary opportunities available to their children
- visit the ALIS Web site at www.alis.gov.ab.ca.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcome L-9.4 (continued)

Communities can:

- organize information nights on registered educational savings plans, inviting local banks and trust companies
- encourage local colleges, universities and technical institutes to participate in career information fairs
- sponsor bursaries and scholarships for first-year post-secondary students
- encourage students from colleges, universities and technical institutes to visit junior and senior high schools to talk with students and share personal experiences about planning and saving for post-secondary education.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-9.5

The student will extend and improve a personal portfolio; e.g., include sample application form, personal résumé, answers to typical interview questions.

Sample Learning Activities

Get ready

- Review your personal skills and interests portfolio.

Explore and apply

- Brainstorm additional categories that you might include in a personal portfolio. For example:
 - dreams and aspirations
 - interests
 - values
 - experience
 - goals and action plans
 - secondary education information
 - career information.
- Develop a format for collecting and organizing information. For example, a three-ring binder with tab dividers makes it easy to add and remove information. Organizing by category and preparing summary sheets for each category may also be helpful.
- Set up a system for reviewing the portfolio. Include self-evaluation, peer review and teacher conferencing. Develop checklists for each review and encourage regular monitoring and evaluation.

Extend and commit

- Invite community members to visit the class, show their professional portfolios and discuss how they use portfolios to set career goals and measure growth. Possible speakers could include a new teacher, a commercial artist, a writer, an architect, a visual artist or a public relations specialist.

Sample Assessment Activities

- Describe one new thing you learned about yourself from working on your personal portfolio. Describe the types of new information you would like to add to your portfolio over the next year.

Teacher Background

Further information

For more information on personal portfolio development, see pages 76–80 and 124–126 of this guide.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-9.6

The student will develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind.

Sample
Learning
Activities

Get ready

- Make a Venn diagram showing similarities and differences between junior high and senior high school.

Explore and apply

- Working in small groups, identify three ways high school will be different from junior high school and outline the adaptations you will have to make. Discuss how you can begin preparing for the transition.
- Review registration packages from local senior high schools and outline the courses you intend to take in each of the three years of senior high school. Discuss the following questions.
 - “Why is it essential to check out college and university requirements before you begin high school?”
 - “What other information do you need before you choose courses?”
- Share your plan with other students and discuss the pros and cons of each plan.

Extend and commit

- Interview three current Grade 10 students to find out how they found the transition from junior high to senior high school. Are there any things they would have done differently? What was one thing about senior high school that surprised them? Did they have to make changes in their work habits and study practices when they went into senior high school?

Sample
Assessment
Activities

- List three potential career choices and explain how these choices will influence the courses you take in senior high school.
- Complete the following statements:
 - “Junior high has been ...”
 - “What I will miss most about junior high is ...”
 - “In senior high school, I’m looking forward to ...”
 - “I’m a little worried about ...”
 - “To get ready for senior high school, I ...”

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcome L-9.6 (continued)

Connections

Ideas for supporting successful transitions from junior and senior high school

Students can:

- attend open houses in local high schools
- read literature provided by high school personnel in preparation for high school registration
- talk to parents, older siblings, friends or cousins about high school course selection
- become informed about entrance requirements for post-secondary institutions
- plan for academic success in the current year to maximize their entrance possibilities for the following year
- visualize themselves in high school, concentrating on goals and hopes for academic and extracurricular performance
- write a goal plan for their first year in high school.

Parents can:

- encourage teens to strive for their personal best in preparing for high school
- be aware of high school registration dates and procedures in the local area
- attend high school open houses with teens and ask pertinent questions
- talk to teens about high school course selection
- become informed about current high school experiences
- talk about differences between their own experience and that which their teens are facing.

Communities can:

- sponsor scholarships to promising Grade 9 students entering local high schools
- recognize Grade 9 graduates in local papers
- sponsor and support Grade 9 graduation fund-raisers or celebrations
- provide guest speakers from the community to address Grade 9 graduates at open houses or graduation ceremonies.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-9.7

The student will analyze the potential impact of volunteerism on career opportunities.

Sample Learning Activities

Get ready

- Discuss the ways in which volunteer experiences can lead to career opportunities. For example, it provides an opportunity to see if you like the field; you make contacts in a field of interest; you can develop a reputation as a hard worker for future paid positions.
- Review and discuss *Student information master 43: Volunteering and career building* on pages B.63–B.64 in Appendix B and *Student information master 44: Volunteer work* on pages B.65–B.66 in Appendix B.

Explore and apply

- Complete *Student activity master 41: Your skills and volunteering* on page C.42 in Appendix C. Discuss.
- Design several pages for your personal portfolio that illustrate your volunteer interests and experiences. Analyze the portfolio pages you designed. What new skills did you learn from volunteering? What are the potential career-related benefits?

Extend and commit

- Identify five potential volunteer activities that you might like to participate in. Explain how these activities connect with your career aspirations.

Sample Assessment Activities

- List five ways that volunteer experience as a playground leader could potentially affect future career opportunities.
- Complete *Student activity master 42: What I believe about volunteering* on page C.43 in Appendix C.

Connections

Ideas for promoting volunteerism in school and community

Students can:

- volunteer in local businesses and social agencies
- organize peer education projects on workplace preparation within the school
- be aware of rules for safety in volunteer or part-time work
- ask employers or providers of volunteer experiences about rights and responsibilities.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcome L-9.7 (continued)

Parents can:

- participate in the *Take our kids to work* program
- provide opportunities for teens to talk about issues in their jobs, volunteer placements or work experiences.

Communities can:

- provide volunteer and part-time employment for teens in the community
- expect and reward responsible efforts from teen volunteers
- encourage teen volunteers to complete their education.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-9.8

The student will investigate personal safety procedures for working as a volunteer; e.g., work in pairs.

Sample

Learning

Activities

Get ready

- Identify personal safety issues one might encounter while working as a volunteer.

Explore and apply

- Identify strategies for preventing safety problems while working as a volunteer. For example, work in pairs; work with a trusted adult supervisor who is there at all times; don't accept duties which make you uncomfortable.

Extend and commit

- Interview volunteer coordinators at agencies in your community and find out how they promote volunteer safety.

Sample

Assessment

Activities

- Create a volunteer tip sheet that focuses on how to plan for safety.