

**WG MURDOCH**  
**Ms. Curran & Mr. Gray**  
**Personal Living Skills 7**



Personal Living Skills involves learning about the habits, behaviours, interactions and decisions related to healthy daily living and planning for the future. It is personal in nature and involves abilities based on a body of knowledge and practice that builds on personal values and beliefs within the context of family, school and community. **The aim of the Health and Life Skills course is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others.** To achieve this aim, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning. Students also require a safe and caring school and community environment in which to explore ideas and issues surrounding personal choice, to seek accurate information, and to practise healthy behaviours.

The Personal Living Skills 7 course will cover the outcomes of the Health 7 program of study as laid out by Alberta Education in addition to fulfilling the requirements of the province's Daily Physical Activity initiative.

### **Outline of Topics**

The following topics will be covered in this course. They may be combined or taught in a different order based on various projects and student interest. Dates are tentative.

### **WHO AM I? - September, 2012**

Students will engage in self-exploration exercises, assessment inventories and goal setting. They will get a picture of who they are and who they would like to potentially become.

- Getting to know you activities
- Introductory Letter Assignment from student
- Introductory Letter from parent
- Me in Bag Presentation

## **LIFE LEARNING CHOICES – October & November, 2012**

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

Essential Questions: How do I learn best? What strategies can I use to learn best? How do I celebrate/showcase my learning? What are my goals?

### **Learning Strategies** *Students will:*

1. develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style
2. practise ways to extend personal capacity for learning; e.g., positive self-talk, affirmations
3. differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others
4. revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community

### **Life Roles and Career Development**

*Students will:*

5. create a personal portfolio showing evidence of interests, assets and skills; e.g., certificates of participation
6. examine factors that may influence future life role/ education/career plans; e.g., technology, role models

▪ ***Mahara EPortfolios will be developed to collect and showcase student interests, assets and skills. Portfolios will be developed throughout the year.***

**Volunteerism** (\*This outcome will be met later in the school year – see below for details)

*Students will:*

7. determine and use knowledge and skills of the class to promote school and community health
8. apply effective group skills to design and implement a school–community health enhancement plan; e.g., plant trees in playgrounds to provide future shade

## WELLNESS CHOICES – December & January, 2012

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

### Personal Health

*Students will:*

1. compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection
2. examine personal grooming/cleanliness, and evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices
3. ***examine the human reproductive process, and recognize misunderstandings associated with sexual development***
4. analyze the messages and approaches used by the media to promote certain body images and lifestyle choices
5. relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity
6. analyze social factors that may influence avoidance and/or use of particular substances

### Safety and Responsibility

*Students will:*

7. analyze the definition, effects and possible consequences of various forms of harassment
8. analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety
9. identify basic workplace safety procedures<sup>1</sup>
10. identify and examine potential sources of physical/emotional/social support
11. identify characteristics of resiliency; e.g., problem- solving skills, positive self-esteem, social bonding
12. ***identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture***
13. ***examine the influences on personal decision making for responsible sexual behaviour***
14. ***examine abstinence and decisions to postpone sexual activity as healthy choices***

***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***

## **RELATIONSHIP CHOICES – February & March, 2013**

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

### **Understanding and Expressing Feelings**

*Students will:*

1. analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism
2. analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals
3. identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection and receiving

### **Interactions**

5. examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex
6. explore and evaluate the impact of media violence on relationships
7. evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose

- Students will view HAPPY: The Movie
- Authentic = Happy: Dismantling your Disguise (Guest Speaker)

### **Group Roles and Processes**

*Students will:*

8. analyze the potential effects of belonging to a group, team, gang
9. develop group goal-setting skills; e.g., collaboration

## **DAILY PHYSICAL ACTIVITY - ongoing throughout year**

Students will participate in recreational sports & activities as well as examine and develop wellness through personal fitness & exercise

The goal of Daily Physical Activity (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

For more information about the province's DPA initiative please visit:

<http://education.alberta.ca/teachers/resources/dpa.aspx>

## **SERVICE LEARNING WELLNESS PROJECT - April, 2013**

Essential Question: How can I share with others in an informative and creative manner, my knowledge of a personal interest, which occurs outside the walls of the classroom?

**Volunteerism** (\*This outcome is part of Life Learning Choices Outcome mentioned above.)

*Students will:*

7. determine and use knowledge and skills of the class to promote school and community health
8. apply effective group skills to design and implement a school–community health enhancement plan; e.g., plant trees in playgrounds to provide future shade

## **PERSONAL INTEREST PROJECT - May & June, 2013**

Essential Question: How can I share with others in an informative and creative manner, my knowledge of a personal interest, which occurs outside the walls of the classroom?

- Students will build upon the skills learned in this course
- Students will present an oral presentation to classmates
- Students will use 21<sup>st</sup> Century technology in their work
- Students will create a visual representation to accompany their presentation
- Students will create a written report to demonstrate their knowledge of their topic
- Students must complete conduct research

### **Assessment Overview:**

Assignments & Projects	50%
Journal Responses	20%
Portfolio	20%
Class Participation	10%

### **Expectations**

- All normal school rules apply.
- Students are expected to arrive to each class on time and prepared with a pen/pencil, notebook, and all handouts and course material.
- Students must respect the ideas and opinions of others. Students will demonstrate maturity, responsibility, and respect when dealing with sensitive or controversial topics.
- Students should be prepared to go outside for DPA activities at times. Where possible, students will be informed in advance and will be expected to dress accordingly.

Please sign that you have read the course outline and return.

Student: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

If you have any questions please feel free to contact either Ms. Curran ([pcurran@rockyview.ab.ca](mailto:pcurran@rockyview.ab.ca)) or Mr. Gray ([vgray@rockyview.ab.ca](mailto:vgray@rockyview.ab.ca)).