

## Grade 8 – 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 – 8

#### Personal Health

*Students will:*

- 1. examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs
- 2. analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium
- 3. **recognize and accept that individuals experience different rates of physical, emotional, sexual and social development**
- 4. develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look
- 5. evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods
- 6. analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving

#### Safety and Responsibility

*Students will:*

- 7. **determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse**
- 8. identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights
- 9. describe rights and responsibilities of employers and employees in relation to workplace safety
- 10. develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit
- 11. identify and develop personal resiliency skills; e.g., planning skills, social competence
- 12. **identify and describe the responsibilities and consequences associated with involvement in a sexual relationship**
- 13. **describe symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV**
- 14. **identify and describe basic types of contraceptives; e.g., abstinence, condom, birth control pills**

### 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 – 8

#### Understanding and Expressing Feelings

*Students will:*

- 1. describe characteristics of persistent negative feeling states; e.g., depression, mood disorders

- 2. describe signs associated with suicidal behaviour, and identify interventional strategies
- 3. evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours
- 4. analyze the effects of self-concept on personal communication

#### Interactions

*Students will:*

- 5. develop strategies for maintaining healthy relationships
- 6. describe and provide examples of ethical behaviour in relationships; e.g., integrity
- 7. develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts

#### Group Roles and Processes

*Students will:*

- 8. describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team
- 9. describe the characteristics of, and demonstrate skills of, an effective leader and group member

### LIFE LEARNING CHOICES–General Outcome



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

L – 8

#### Learning Strategies

*Students will:*

- 1. determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest
- 2. examine learning priorities, and implement a learning plan
- 3. identify components of ethical decision making, and apply these concepts to personal decision making
- 4. begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills

#### Life Roles and Career Development

*Students will:*

- 5. update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths
- 6. investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media

#### Volunteerism

*Students will:*

- 7. relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community
- 8. investigate the characteristics of a mentor, and practise mentorship in a group setting

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.



*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-8.1**

*The student will examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs.*

Sample  
**Learning**  
Activities

**Get ready**

- In small groups, brainstorm 25 examples of healthy choices and 25 examples of unhealthy choices.

**Explore and apply**

- Working with a partner, list three examples of positive health choices on one side of a page and identify potential benefits of these choices. On the opposite side, list three examples of poor health choices and the potential consequences of these negative choices.

**Extend and commit**

- Collect magazine articles, brochures and news clippings about health choices. Discuss the potential consequences of the different choices.

Sample  
**Assessment**  
Activities

- List five health choices that could positively affect the way you look, feel and perform.
- List five health choices that could negatively affect the way you look, feel and perform.



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CONTENT:

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

**W-8.2**

*The student will analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium.*

Focus: Getting enough sleep

Sample Learning Activities

### Get ready

- Use a T-chart to record positive health choices you made over the last six months and the positive results of these choices.

### Explore and apply

- Brainstorm the positive consequences of getting enough sleep every night.
- Brainstorm the potential negative consequences of not getting enough sleep every night.
- Survey students in your class to find out how much sleep per night they average and how they believe this affects their daily lives.
- Review *Student information master 30: How much sleep do you need?* on page B.40 in Appendix B. Use this information to develop a one-minute public announcement outlining the need for and benefits of adequate sleep.
- Research the average amount of sleep you need at different stages in your life. Display this information on a timeline and discuss.

### Extend and commit

- Research strange and interesting facts about sleep. Discuss why some individuals need less sleep than others.
- Choose three positive health choices you could make to improve your personal health. Write a plan that includes a goal and the steps you could take to achieve your goal. Log your progress. Analyze the benefits of the choices you made, what you will continue to do and what you might do differently.

Sample Assessment Activities

- How have your sleep patterns changed over the years? Describe your typical sleep pattern during the school year. Describe what happens when you don't get enough sleep. List the choices you make that effect getting (or not getting) enough sleep.



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CONTENT:

- Teacher Background
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- Student Information
- Student Activity Master

**W-8.3**

*The student will recognize and accept that individuals experience different rates of physical, emotional, sexual and social development.*

Sample  
**Learning**  
Activities

**Get ready**

- Complete a timeline of significant physical and social milestones in your life.

**Explore and apply**

- Collect photographs of yourself at different ages, examples of assignments or awards from different grades, or other items you have collected which relate to your interests over the past several years.
- Examine the photos and collected items and discuss how they reveal changes in physical appearance, interests and activities, and goals or achievements.

**Extend and commit**

- Identify a book or movie about a group of teens. Examine how the individual characters experience different rates of physical, emotional, sexual and social development.

Sample  
**Assessment**  
Activities

- List five examples of how you've changed in the last five years physically, emotionally and socially.



Students who have been exempted from human sexuality instruction by their parents, should *not* participate in any learning activities that contain reference to sexuality.



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CONTENT:

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

**W-8.4**

*The student will develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look.*

Sample  
**Learning**  
Activities

**Get ready**

- Brainstorm sources of pressure to look or act in a certain way. For example: peers, media and parents.
- Discuss the degree of influence and the positive or negative effects these sources may have.

**Explore and apply**

- Compile a variety of advertisements that contain messages about the way teens should look or act. Cut out the advertisements, mount them on paper and write captions describing the messages to conform. Display them in the classroom.
- Discuss the display of advertisements and their messages.
- Brainstorm strategies for resisting the pressure to conform to a particular message in a specific advertisement. Write the strategy below the ad.
- Role-play scenarios in which teens resist pressure to conform to a certain look. Discuss which strategies are most successful for dealing with pressure.
- For other activities that support this learning outcome, visit Physical Education Online at [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



**Extend and commit**

- Are there pressures to have a certain look or lifestyle that may benefit teens? Discuss.

Sample  
**Assessment**  
Activities

- Create a brochure offering tips on what teens can do to cope with pressures to have a certain look.

**Connections**

**Ideas for developing 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 their 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-8.4 (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.



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CONTENT:

- Teacher Background
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**W-8.5**

*The student will evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods.*

Sample  
**Learning**  
Activities

**Get ready**

- Use the Internet to locate nutritional information on a variety of fast-food products available at local restaurants.
- Investigate and evaluate the nutritional content of foods served in your school cafeteria, hot lunch program and vending machines.

**Explore and apply**

- Design a fast-food guide based on the Internet information. Include information on the number of servings from *Canada's Food Guide to Healthy Eating*, that each item provides. Use colour, symbols and charts to make it user-friendly. Visit Health Canada's Web site at [www.hc-sc.gc.ca/hppb/nutrition/index.html](http://www.hc-sc.gc.ca/hppb/nutrition/index.html) to order or download a copy of this guide.
- Analyze the nutritional value of your favourite fast-food meal. Determine if your choices are healthy or in need of improvement. Outline your plans for maintaining or improving your eating habits away from home.
- For other activities that support this learning outcome, visit Physical Education Online at [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



**Extend and commit**

- Discuss strategies for improving the nutritional food choices provided by the school cafeteria and vending machines.
- Describe three healthy food choices you could make away from home.

Sample  
**Assessment**  
Activities

**Teacher  
Background**

**Eating out the healthy way**

Eating out has become a way of life for many Canadians. Typically, Canadians eat out several times a week. Teens, who often lead fast-paced lifestyles, are no exception. Fast foods may be particularly appealing to teens because of the way that these foods are advertised, their seemingly low cost and convenience.

Eating out on a regular basis has implications both for health and finances. Without careful planning, frequent eating out can promote poor eating habits and obesity. Teens need to understand the financial realities associated with buying prepared foods. They need to learn how healthy eating, at home or away, can be inexpensive and enjoyable.

Serving size directly affects the caloric content of foods. Because fast food serving sizes are often much larger than those eaten at home, the impact of these foods on an individual's diet is magnified. As a result, regularly relying on fast foods, such as soft drinks, french fries, burgers and pizza, can increase the risk of excessive fat, sugar and calorie intake. This, in turn, increases the risk for problems associated with being overweight.



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**Outcome W-8.5 (continued)**

Becoming overweight is a significant health issue for teens. Today's teens are at greater risk for excessive body weight due to a variety of factors. Inactivity, an overreliance on higher fat, higher calorie fast foods, and overly large portion sizes all contribute to weight problems. Reversing this trend, while discouraging fad dieting, poses a challenge. Supporting and practising the principles of balance, variety and moderation play a central role in meeting this challenge.

In moderation, fast food items, such as hamburgers, french fries, ice cream and doughnuts, can be part of a healthy diet. However, when these foods begin to replace other, more nutritious foods in an individual's overall eating plan, problems and nutrient deficiencies can occur. Comparing typical fast-food items to home-prepared foods or school cafeteria items can help people see the impact of these choices on their overall eating habits and can encourage moderation.

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

**Connections****Ideas for encouraging healthy food choices**

Students can:

- become informed consumers by analyzing nutritional information provided in restaurants, cafeterias and on food labels
- make informed decisions about their food choices based on their knowledge of *Canada's Food Guide to Healthy Eating* and the concepts of balance, variety and moderation.

Parents can:

- discuss the important role healthy eating plays in a person's overall well-being
- provide teens with the opportunity to become involved in purchasing food for themselves and their families
- encourage teens to seek out reliable information on the nutrient content of their favourite foods
- encourage and support teens in requesting nutritious foods when eating out.

Communities can:

- support student proposals aimed at increasing the number of nutrient-rich foods offered at school
- strive to initiate or support adult efforts to increase the number of nutritious food choices offered by school food services.

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





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CONTENT:

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

**W-8.6**

*The student will analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving.*

Focus: Alcohol and fetal alcohol spectrum disorder

Sample  
**Learning**  
Activities

### Get ready

- Discuss the questions, “Why do some people use alcohol?” and “Why do some adolescents use alcohol?”
- Discuss similarities and differences in the answers for these two questions.

### Explore and apply

- Brainstorm potential negative consequences of alcohol use.
- Use *Student activity master 39: Make room for males* on page C.40 in Appendix C to examine and discuss men’s roles in the prevention of Fetal Alcohol Spectrum Disorder (FASD). Each student takes three to five minutes to complete the survey. There are no right or wrong answers in this activity; it is an opinion poll, not a quiz. In small groups or as a class, discuss the responses. Examine the differences, if any, between boys’ and girls’ responses.
- Review and discuss *Student information master 31: Fetal alcohol spectrum disorder (FASD)* on pages B.41–B.42 in Appendix B. Work with a partner to develop a one-minute public service announcement to create an awareness of FASD and offer prevention strategies.
- For other activities that support this learning outcome, visit Physical Education Online at [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



### Extend and commit

- Discuss why it is important to inform people that a drink contains alcohol. For example:
  - religious restrictions
  - personal choice not to drink
  - to avoid combining medicine with alcohol
  - pregnancy.
- Design drink coasters reminding patrons in bars and restaurants of the connection between drinking alcohol and FASD. Develop positive messages encouraging people to make healthy choices.
- Outline strategies a group of teens could use to promote abstinence from alcohol among teens in your school and community.

Sample  
**Assessment**  
Activities

- Imagine that you have been invited to be a guest columnist for a teen magazine. Your job is to write an open letter to students your age encouraging them to consider the potential consequences of using alcohol while pregnant. Include basic information about what FASD is, the consequences of FASD, and why and how it can be prevented.



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**Outcome W-8.6 (continued)****Teacher  
Background**

For more ideas, see *Teaching for the Prevention of Fetal Alcohol Spectrum Disorder (FASD): Grades 1–12: A Resource for Teachers of Health and Life Skills, and Career and Life Management* (Alberta Learning, 2002).

**Connections****Ideas for prevention of fetal alcohol spectrum disorder (FASD)**

Students can:

- develop and use stress-management strategies
- develop effective decision-making skills
- develop strategies for expressing and managing feelings
- be aware of how exposure to alcohol could affect the development of an unborn baby.

Parents can:

- model stress-management skills
- provide opportunities and support for teens to develop effective decision-making skills
- use family meetings and discussions to model healthy expression and management of feelings
- talk to teens about the risks and responsibilities of using alcohol.

Communities can:

- support early intervention programs
- encourage mentoring programs that support mothers of children with FASD.



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CONTENT:

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

**W-8.7**

*The student will determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse.*

Sample  
**Learning**  
Activities

**Get ready**

- Discuss how abuse can affect children and their families.

**Explore and apply**

- Brainstorm signs of abuse.
- Brainstorm and discuss consequences of various types of abuse.
- Invite a guest speaker from a local women’s shelter or youth service agency to discuss the consequences of abuse and how communities can work together to break the cycle of abuse.
- Ensure students know who to call if abuse exists in their own homes or in the home of someone they know. Research local services and support resources. Discuss how, without help and treatment, the cycle of abuse continues.
- Discuss how students would like to see the future they will live in as adults. What qualities will they want to see in adults who are parents or who work with children? What do they want life to be like for the children of the future?

**Extend and commit**

- Research child-abuse statistics for your community. Find out about local initiatives and programs that prevent child abuse.
- Write a letter of support to a fictional friend who is in an abusive situation. Let your friend know that the cycle of abuse can be stopped. What kind of advice and support would you offer?

Sample  
**Assessment**  
Activities

- In your own words, explain why child abuse is an important issue in your community. Discuss the signs and consequences of abuse, and actions communities can take to break the cycle.



Students who have been exempted from human sexuality instruction by their parents, should *not* participate in any learning activities that contain reference to sexual activity or sexual abuse.



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**Outcome W-8.7 (continued)****Teacher  
Background****Child abuse****Types of child abuse**

- Neglect: failure to provide a child with the necessities of life, including failure to obtain needed medical, surgical or other treatment
- Physical abuse: intentional, substantial and observable injury to a child
- Sexual abuse: inappropriate exposure or subjection to sexual contact, activity or behaviour
- Emotional abuse: the substantial and observable impairment of a child's mental or emotional functioning caused by such things as rejection, deprivation of affection and/or cognitive stimulation, exposure to domestic violence or disharmony, inappropriate criticism and humiliation, or chronic drug or alcohol use by anyone living in the child's home.

Adapted from Government of Alberta, *Responding to Child Abuse: A Handbook* (Edmonton, AB: Government of Alberta, 1999), pp. 5–9.

**Abused children may encounter the following abusive behaviours from adults:**

hitting, punching, kicking, slapping, pushing, choking, threatening violence as punishment for bad behaviour, saying things over and over again that make children feel bad, forcing children to touch them or be involved in adult sexual activities.

**Children and adults who are abused may cope by:**

- hiding feelings
- keeping it secret
- withdrawing
- reacting with anger and aggression
- using drugs or alcohol
- running away
- attempting suicide.

Adapted with permission from Red Cross Abuse Prevention Services, *It's Not Your Fault* (Ottawa, ON: Canadian Red Cross, 1998), p. 2.

**Children and adults who are abused may:**

- have unattended medical problems, such as infected sores, decayed or missing teeth, lack of needed glasses
- have unexplained bruises or welts, perhaps in the shape of an object, scars in regular patterns, cuts and scrapes, fractures, sprains, dislocations or head injuries
- have bald spots, human bite marks, unexplained burns (cigarette or iron-shaped)
- be underweight, dehydrated, have an emaciated or distended stomach
- have poor hygiene
- lack clean or appropriate clothing suitable for the weather
- have a sexually transmitted disease, genital discharge, infection or bleeding, physical trauma or irritation in anal and genital areas
- have pain urinating or defecating, difficulty walking due to genital or anal pain
- have stomachaches, headaches
- have psychosomatic complaints.



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

**Outcome W-8.7 (continued)****Other signs of abuse**

The child:

- demands constant attention or withdraws
- exhibits behavioural extremes, such as aggression, withdrawal
- is defensive about injuries, wears clothing to cover up injuries, is reluctant to undress in front of others, fears showers or washrooms
- is wary or intolerant of touch or physical contact with adults
- reports injury by parent or guardian
- runs away often, is unable to form good peer relationships
- is depressed
- abuses alcohol or drugs
- attempts suicide
- displays self-destructive behaviour
- refuses to participate in sports or social activities
- is overly self-conscious about body
- fears or avoids being at home
- suddenly fears new things.

For further information regarding detecting and reporting child abuse, consult the Alberta Government publication *Responding to Child Abuse: A Handbook*, 1999.

**Handling disclosure**

- Find a private, quiet place to listen.
- Listen in a calm, nonjudgemental way.
- Acknowledge the child's feelings.
- Reassure the child that it's okay to tell.
- Reassure the child that the situation is not his or her fault.
- Reassure the child that you will try to help.
- Write down what the child says in his or her own words.
- Describe how the child appears.
- Keep these notes and all information confidential and secure.

**Reporting child abuse**

Anyone who has reason to believe that a child has been abused or is at risk of being abused has a legal duty under the *Child Welfare Act* to report the matter to the local office of Alberta Children's Services or the Child Abuse Hotline at 1-800-387-5437. A child welfare worker will determine whether the child needs protective services, contact the police if investigation is required and coordinate response with other agencies as needed.

Adapted from Government of Alberta, *Responding to Child Abuse: A Handbook* (Edmonton, AB: Government of Alberta, 1999), pp. 1, 5-8, 10.



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**Outcome W-8.7 (continued)**

**Connections**

**Ideas for preventing child abuse**

Students can:

- create anti-violence and anti-abuse posters to put up in school
- organize peer support groups
- organize and participate in junior high Safe and Caring Schools assemblies with a focus on abuse awareness or prevention
- be aware of teen help lines and support services within the community.

Parents can:

- talk to teens about abuse and prevention
- listen to and believe teens who reveal abuse or suspected abuse
- refuse to accept abusive behaviour in the home from friends or family members
- attend related presentations at school with their children
- be aware of help lines and local support services available to teens
- report known incidents of abuse in the community.

Communities can:

- provide guest presentations on abuse through local RCMP, police services, mental health agencies, Red Cross
- facilitate anti-violence and anti-abuse presentations for schools and community
- organize public anti-violence forums with a guest panel from local community
- provide support groups and services through local mental health agencies
- organize and support volunteer help lines and crisis centres through local agencies.



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CONTENT:

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

**W-8.8**

*The student will identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights.*

Sample  
**Learning**  
Activities

**Get ready**

- Do a think–pair–share discussing an unsafe situation in the community that you experienced within the last year.

**Explore and apply**

- Brainstorm a list of potentially unsafe situations within five blocks of your school.
- Working with a partner, develop strategies for reducing these risks.

**Extend and commit**

- Choose one unsafe situation near your school and write a letter to the municipal or local government outlining your ideas for how to reduce this risk.

Sample  
**Assessment**  
Activities

- Identify three potentially unsafe situations near your home. Describe strategies you can use to reduce these risks.

**Connections**

**Ideas for promoting and enhancing safety in the community**

Students can:

- use assertiveness skills in refusing rides from people they do not know
- refuse to let strangers enter the home when they are alone
- talk to their parents about safety issues
- be aware of Block Parent symbols and where Block Parent houses are located in the immediate neighbourhood
- walk in groups in unfamiliar areas or after dark
- be aware of their surroundings when walking and be alert near parked cars and shrubbery
- carry change for an emergency phone call
- report suspicious activities or situations to proper authorities.

Parents can:

- acknowledge teens’ feelings of fear
- give practical suggestions for staying safe in specific circumstances
- get to know teens’ friends and their parents
- include friends in family activities
- point out Block Parent symbols when walking or driving in the neighbourhood
- set clear rules and consequences; monitor teens’ whereabouts
- foster independence by adjusting boundaries and curfews as teens mature.



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## Outcome W-8.8 (continued)

Communities can:

- support Block Parent programs
- support Neighbourhood Watch programs
- support Rural Crime Watch programs
- encourage neighbours to take responsibility for monitoring youth behaviour in residential and business districts
- require professionals and caregivers working directly with teens to be aware of custody issues.





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**W-8.9**

*The student will describe rights and responsibilities of employers and employees in relation to workplace safety.*

Sample  
**Learning**  
Activities

**Get ready**

- Brainstorm a list of jobs (paid or volunteer) students may have or look forward to having in the future.
- Discuss what rights students have when it comes to workplace safety. What rights do employers have?
- Discuss responsibilities students have when it comes to workplace safety. What responsibilities do employers have?

**Explore and apply**

- Generate a list of questions regarding workplace safety that you could ask before starting a job.
- Role-play job interviews in which potential employees ask questions about job safety.

**Extend and commit**

- Survey newspapers over the past month to find stories and articles related to workplace safety. Identify current trends and issues.

Sample  
**Assessment**  
Activities

- Design a brochure or poster outlining teens' rights and responsibilities regarding workplace safety.

**Teacher  
Background**

**For additional information**

For more information on potential safety questions, see *Student information master 28: Workplace health and safety* on page B.37 in Appendix B.



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CONTENT:

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**W-8.10**

*The student will develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit.*

Sample Learning Activities

**Get ready**

- Brainstorm sources of health information and services available to teens in the local area.
- Do an informal survey of the class to determine how many students know:
  - their doctor’s name and the name and location of the clinic
  - the location of the nearest public health unit
  - where to go to get information on general health questions and concerns
  - teen information hot line numbers.

**Explore and apply**

- Generate a list of strategies for accessing health information and services.
- Discuss things students can do to ensure the information they get is correct and safe. For example, find out who is providing the information—a pharmaceutical company may have different goals than a local health unit.

**Extend and commit**

- Design a health information directory bulletin board for your school library or counselling area.

Sample Assessment Activities

- Choose a health issue you are interested in. Create a mind map showing all the different strategies you could use to find out more information on this topic.



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CONTENT:

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- Student Activity Master

**W-8.11**

*The student will identify and develop personal resiliency skills; e.g., planning skills, social competence.*

Sample Learning Activities

**Get ready**

- As a class, review the definition and characteristics of **resiliency**. For example: resiliency is the ability to spring back or recover from a restrictive or difficult life situation.

**Explore and apply**

- Brainstorm a list of skills that can help a person lead a happy and satisfying life.
- Working with a partner, generate a list of opportunities you have to develop social competence skills through classroom work, special assignments and school activities.
- Discuss how the more resiliency characteristics a person has, the greater the potential for overcoming adversity.

**Extend and commit**

- Identify accomplished artists, writers and athletes who demonstrate strong personal resiliency skills.

Sample Assessment Activities

- Describe three ways you demonstrate personal resiliency skills in your life.
- Describe one personal resiliency skill that you would like to strengthen.

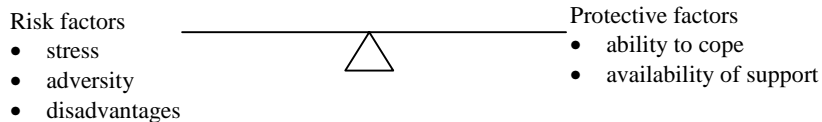
Teacher Background

**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.



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.



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

### Outcome W-8.11 (continued)

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-8.11 (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.



*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-8.12**

*The student will identify and describe the responsibilities and consequences associated with involvement in a sexual relationship.*

Sample  
**Learning**  
Activities

**Get ready**

- Discuss ground rules for talking about sensitive topics in the classroom.

**Explore and apply**

- List and discuss the responsibilities of being involved in a sexual relationship.
- Watch and discuss one or more videos dealing with the responsibilities and consequences associated with involvement in a sexual relationship. See the list of authorized resources for video suggestions.

**Extend and commit**

- Discuss reasons why individuals may choose not to be involved in a sexual relationship at different points in their lives.

Sample  
**Assessment**  
Activities

- Describe three potential consequences of involvement in a teen sexual relationship.



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-8.13**

*The student will describe symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV.*

Sample  
**Learning**  
Activities

### Get ready

- Discuss germ theory and develop a working definition of sexually transmitted diseases (STDs). For example, STDs are a group of diseases mainly transmitted through sexual contact, including intercourse and/or intimate contact with genitals, mouth and/or rectum. Some STDs are also transmitted through blood.
- Discuss why it is important to learn about STDs.

### Explore and apply

- As a class, compile a list of reliable sources of information related to health issues and specifically STDs.
- Working with a partner, research a specific STD and develop a fact sheet that outlines:
  - causes
  - incubation period
  - symptoms
  - diagnosis
  - treatment and management
  - prevention strategies.
- Share fact sheets with the class.
- Review *Student information master 32: Sexually transmitted diseases* on pages B.43–B.45 in Appendix B. Use this information to add to student-generated fact sheets.

### Extend and commit

- Discuss the social and emotional impact of STDs.

Sample  
**Assessment**  
Activities

- Write a paragraph describing at least three strategies for preventing sexually transmitted diseases.



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-8.13 (continued)

## Connections

**Ideas for reducing and preventing the spread of sexually transmitted diseases (STDs)**

Students can:

- commit to and practise abstinence in their relationships
- be aware of STDs and safer sex practices
- be aware of treatments and local health-care services available to teens.

Parents can:

- talk to teens about STDs and safer sex practices
- encourage and support abstinence by facilitating and supervising group dating activities.

Communities can:

- provide presentations by professional health-care workers through the local health unit
- provide confidential information and services to teens in the community.





*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-8.14**

*The student will identify and describe basic types of contraceptives; e.g., abstinence, condom, birth control pills.*

Sample  
**Learning**  
Activities

**Get ready**

- As a class, discuss and define the word **contraceptives**.
- Brainstorm types of contraceptives.

**Explore and apply**

- Working with a partner, choose one method of contraception and identify:
  - how it works
  - main advantages
  - main disadvantages and precautions
  - estimated failure rates.
- Report findings to the class.
- Review *Student information master 33: Four common methods of birth control* on pages B.46–B.47 in Appendix B. Discuss the information.

**Extend and commit**

- Brainstorm typical excuses sexually active people might have for choosing not to use contraception. For example:
  - the belief that “it won’t happen to them”
  - embarrassment in purchasing a contraceptive
  - the belief they are too young to get pregnant.

Sample  
**Assessment**  
Activities

- Complete the following statements to show your understanding of the basic types of contraceptives:
  - “Abstinence means ...”
  - “A condom ...”
  - “Birth control pills ...”
  - “Contraception is important because ...”



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

# 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-8.1**

*The student will describe characteristics of persistent negative feeling states; e.g., depression, mood disorders.*

## Sample Learning Activities

### Get ready

- Create a triple T-chart of what depression looks, sounds and feels like.

### Explore and apply

- Brainstorm a list of signs of depression. Check *Student information master 34: Depression* on pages B.48–B.49 in Appendix B. Add additional information to your brainstormed list.
- Discuss strategies for dealing with persistent negative feelings. Working with a partner, illustrate strategies on mini-posters and display them.

### Extend and commit

- Compile a list of local agencies and professionals that assist people in dealing with stress, depression and mood disorders.

## Sample Assessment Activities

- Design a tip sheet or brochure for recognizing and overcoming teen depression.

## Teacher Background

### For additional information

For more information on depression and suicidal feelings, see the Depression section of *Teaching Students with Emotional Disorders and/or Mental Illnesses* (Alberta Learning, 2000), Book 8 in the *Programming for Students with Special Needs* series. This teacher resource was a collaborative project between Alberta Mental Health Board, The Alberta Teachers' Association and Alberta Learning. The resource is available for purchase from the Learning Resources Centre.

## Connections

### Ideas for supporting teens who are struggling with depression

Students can:

- organize a peer support group in the school
- talk with trusted mentors and school counsellors about personal concerns
- be aware of school and community support and counselling services available
- be aware of teen help and crisis lines
- reduce the impact of depression through exercise and physical activity
- get involved in physical activity programs.

# 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-8.1 (continued)

Parents can:

- volunteer to be mentors within the school or community
- communicate openly about feelings with teens
- be aware that teens need to have their feelings acknowledged
- learn to listen in ways that encourage teens to discuss their personal concerns
- read and learn about depression
- encourage and reward growth and progress in teens' personal goals
- be aware of school and community support services.

Communities can:

- provide presentations for students by health-care professionals through local agencies
- support student initiatives for youth drop-in centres or recreation centres
- facilitate volunteer help lines or peer support services run by local teens under adult supervision
- support comprehensive suicide and depression programming and awareness.

# 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-8.2**

The student will describe signs associated with suicidal behaviour, and identify interventional strategies.

Sample

**Learning**

Activities

## Get ready

- Generate a list of questions about suicide and suicide prevention.
- View an informational video or invite a local resource person in to speak on suicide prevention.

## Explore and apply

- Discuss reasons why people contemplate or die by suicide.
- Working in pairs, complete *Student activity master 40: Facts and myths about suicide* on page C.41 in Appendix C. Discuss the answers in small groups or as a class.
- Review and discuss ideas contained in *Student information master 35: Suicide* on pages B.50–B.51 in Appendix B.
- Survey community agencies to find out about suicide prevention and intervention initiatives in your community.

## Extend and commit

- Discuss your responsibilities, and the possible challenges posed, when someone you know tells you he or she is considering suicide.
- Research suicide statistics for your community. Compare with other communities in the province and across Canada. Are there any significant patterns?

Sample

**Assessment**

Activities

- Design a brochure outlining what a person can do to cope with suicidal feelings and how someone can support a person who is thinking about suicide.

**AAC ...  
Everyday assessment  
tools for teachers**

- To download the teacher-developed assessment activity *I Never Knew Your Name*, go to the Alberta Assessment Consortium's Web site at [www.aac.ab.ca](http://www.aac.ab.ca), select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 8: *I Never Knew*.

[This assessment task can also be used with specific outcome R-8.5.]

**Teacher  
Background**

## Talking about suicide

Discussing suicide with young people is difficult. Teachers need to balance being understanding, empathetic and nonjudgemental, while also helping youth understand suicide is not a solution to dealing with pain. We need to decrease the stigma associated with talking about suicide while avoiding creating approval for suicide.

**Outcome R-8.2 (continued)**

Choose your language carefully. Avoid the use of the phrase “commit suicide” as suicide is no longer a crime. An alternative, and more realistic term is “die by suicide.” We do not want to imply suicide is success so avoid phrases such as “succeed in killing themselves” or “successful suicide.”

Teachers must be prepared for the possible emotional effects of discussing this topic. You cannot know ahead of time which students might have been affected by suicide or thinking about suicide before the discussion in class. Be aware of the emotions the students experience as they are sharing. This will give you an opportunity to identify students who may be upset and may need extra support outside of class. If any students in the class have recently attempted suicide or have experienced a loss, they should be offered the opportunity to work elsewhere during these class activities. Whether they choose to participate or opt out, you want to have someone work with them or be nearby, in case the topic generates anxiety and they need support.

Teachers are often privy to information about their students and have opportunities to use their existing rapport with students to ask questions about suicidal thoughts. Teachers can serve as a link to resources that students may benefit from. We all need to work to decrease the stigma of seeking help and model good self-care and wellness. Students need access to information on local agencies and professionals where they can go if they need more help.

Background information courtesy of Alberta Mental Health Board, Suicide Prevention Program.

**Frequently asked questions about suicide**

1. *Why do people choose to die by suicide?*  
People who die by suicide have intense feelings of helplessness and hopelessness, and don't see any other way out. They are often ambivalent about dying and approximately 80 percent may be suffering from depression or other mental illnesses.
2. *Is it true that people attempt suicide as a cry for help?*  
The suicide attempt is often a conscious or unconscious method of getting others to recognize just how badly the individual is feeling.
3. *Do people ever attempt suicide to get attention or to get others to feel sorry for them?*  
Anyone who attempts suicide in order to get attention desperately needs attention. It is tragic when young people feel they need to bargain with their lives in order to have their problems taken seriously.
4. *Is it true that people who attempt to kill themselves really don't want to die?*  
Most people who kill themselves are ambivalent about whether to live or die right up to the moment of death. They want to live and die at the same time.
5. *Will a person who is deeply depressed always become suicidal?*  
While it is true that suicidal feelings often develop in a person who is deeply depressed, the fact that one is depressed does not mean that a person will become suicidal.
6. *Does taking drugs or alcohol increase one's chances of becoming suicidal?*  
Taking drugs or alcohol in excess can exaggerate painful feelings to a point where the feelings are intolerable. In that state, a person might attempt suicide who otherwise would not go that far.



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

## Outcome R-8.2 (continued)

7. *If someone in the family has died by suicide, are others in the family more likely to die by suicide when they have problems?*  
If someone in the family has died by suicide, other family members may be more likely to contemplate suicide because that behaviour has been modelled for them.
8. *How can one help a person who is suicidal?*  
A person who believes that life is too painful is usually feeling worthless and unloved. Showing such individuals some real caring by listening and accepting feelings, staying close and getting others to be supportive can really help individuals feel life may be worth living. Seek the help of a trusted adult.
9. *How does talking about suicide help prevent it?*  
Talking about suicide diffuses some of the intensity of these feelings. It helps the person get connected to the help that is needed. It creates a climate of caring and breaks through the loneliness the person is experiencing.
10. *Do more men or women make attempts on their lives?*  
Although many more women than men make attempts on their lives, more men actually die by suicide. This is due to the fact that men usually use more lethal methods, such as guns. Women are more likely to use pills.
11. *Is there a time of year when suicide is more common?*
  - Suicide is more common in spring and fall.
  - Suicide can occur in clusters within the local area. An imitative or copycat effect is possible for persons at risk who have similar stresses and are the same age, sex or race.
  - Suicide rates tend to drop prior to major holidays, including Christmas, but often increase afterwards.
12. *Is there a connection between suicide and alcohol?*  
Recent research indicates that a large percentage of people who die by suicide are legally drunk at the time.

### Factors that influence suicidal behaviour

In order to develop suicide prevention approaches, we need to consider what we know about factors that influence suicidal behaviour. The suicide prevention literature typically describes four types of factors to consider:

- **Predisposing factors** set the stage for a vulnerability to suicide and are typically historical in nature (e.g., family history of suicide).
- **Contributing factors** act to increase the exposure of individuals to other predisposing or precipitating conditions (e.g., substance abuse within the family). These may be historical or sudden in nature.
- **Precipitating factors** act as a trigger for predisposed persons and are often acute or sudden in nature (e.g., sudden loss or failure).
- **Protective factors** describe those conditions which act to lessen the risk for suicide (e.g., availability of at least one significant adult who can provide warmth, care and understanding).

The risk for suicide is increased by predisposing, contributing and precipitating factors. The protective factors serve to decrease the risk for suicide. Refer to the table on the next page for examples of factors across various levels.



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

Outcome R-8.2 (continued)

## Factors that influence suicidal behaviour

	<b>PREDISPOSING FACTORS</b>	<b>CONTRIBUTING FACTORS</b>	<b>PRECIPITATING FACTORS</b>	<b>PROTECTIVE FACTORS</b>
<b>Individual</b>	<ul style="list-style-type: none"> <li>• Previous history of an attempt</li> <li>• Depression/psychiatric disorder</li> <li>• Prolonged or unresolved grief</li> </ul>	<ul style="list-style-type: none"> <li>• Rigid cognitive style</li> <li>• Poor coping skills</li> <li>• Substance abuse</li> <li>• Sexual orientation issues</li> <li>• Impulsivity</li> <li>• Hypersensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Personal failure</li> <li>• Humiliation</li> <li>• Individual trauma</li> <li>• Developmental crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Easy temperament</li> <li>• Creative problem solving</li> <li>• Personal autonomy</li> <li>• Previous experience with self-mastery</li> <li>• Optimistic outlook</li> <li>• Sense of humour</li> </ul>
<b>Family</b>	<ul style="list-style-type: none"> <li>• Family history of suicidal behaviour/completed suicide</li> <li>• Family violence/abuse</li> <li>• Family history of psychiatric disorder</li> <li>• Early childhood loss/separation</li> </ul>	<ul style="list-style-type: none"> <li>• Substance abuse within family</li> <li>• Family instability</li> <li>• Ongoing conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of significant family member</li> <li>• Death, especially by suicide</li> </ul>	<ul style="list-style-type: none"> <li>• Family relationships characterized by warmth and belonging</li> <li>• Adults modelling healthy adjustment</li> <li>• High and realistic expectations</li> </ul>
<b>Peers</b>	<ul style="list-style-type: none"> <li>• Social isolation and alienation</li> </ul>	<ul style="list-style-type: none"> <li>• Negative youth attitudes towards seeking adult assistance</li> <li>• Peer modelling of maladaptive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Teasing/cruelty</li> <li>• Interpersonal loss</li> <li>• Rejection</li> <li>• Death, especially by suicide</li> </ul>	<ul style="list-style-type: none"> <li>• Social competence</li> <li>• Healthy peer modelling</li> <li>• Acceptance and support</li> </ul>
<b>School</b>	<ul style="list-style-type: none"> <li>• Longstanding history of a negative school experience</li> <li>• Lack of meaningful connection to school</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption during key transitional periods at school</li> <li>• Reluctance/uncertainty about how to help among school staff</li> </ul>	<ul style="list-style-type: none"> <li>• Failure</li> <li>• Expulsion</li> <li>• Disciplinary crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Presence of adults who believe in them</li> <li>• Parent involvement</li> <li>• Encouragement of participation</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Community “legacy” of suicides</li> <li>• Community marginalization</li> <li>• Political disempowerment</li> </ul>	<ul style="list-style-type: none"> <li>• Sensational media portrayal of suicide</li> <li>• Access to firearms or other lethal methods</li> <li>• Reluctance/uncertainty about how to help among key gatekeepers</li> <li>• Inaccessible community resources</li> <li>• Economic deprivation</li> </ul>	<ul style="list-style-type: none"> <li>• High profile/celebrity death, especially by suicide</li> <li>• Conflict with the law/incarceration</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for participation</li> <li>• Evidence of hope for the future</li> <li>• Community self-determination and solidarity</li> <li>• Availability of resources</li> </ul>

From Jennifer White, *Youth Suicide Prevention: A Framework for British Columbia* (Vancouver, BC: Mental Health Evaluation and Community Consultation Unit (MHECCU)–Suicide Prevention, The University of British Columbia, 1998), p. 8. Used with permission from MHECCU.

**Outcome R-8.2 (continued)****Facts and myths about suicide**

Consider the following information when discussing *Student activity master 40: Facts and myths about suicide*.

1. MYTH Many people who attempt suicide tell someone, directly or indirectly. All statements or threats must be taken seriously.
2. MYTH Suicide crosses all socio-economic strata.
3. MYTH Through behaviour changes, direct statements or nonverbal clues, most people give some warning of potential suicide.
4. MYTH In fact, a dangerous myth. Sometimes this may be the only way to determine the seriousness of the person or to confirm your suspicions. As well, it indicates your willingness to discuss suicide and to help the person seek help.
5. MYTH Motives for suicide are as varied as the people who are involved.
6. MYTH Nothing could be further from the truth. Perhaps as many as 80 percent of completed suicides occurred after previous attempts. This is especially true for young people.
7. MYTH Those considering suicide are usually ambivalent about death. Most simply want to escape an intolerable situation and often change their minds about suicide in a very short period of time.
8. FACT Suicide and drug or alcohol abuse often go together. Alcoholics are at much higher risk than the average population and drugs or alcohol are often used just prior to an attempt. Frequently people will do something (take risks, attempt suicide, drive carelessly) under the influence of drugs or alcohol that they might not do otherwise.
9. MYTH The improvement may just indicate that the person has made a decision to end his or her life, and may temporarily feel better after making the decision.
10. FACT However, the ratio varies from age group to age group, and males are, on average, three times more likely to complete suicide.
11. FACT Loss, especially loss of a relationship, may be one of the most significant factors preceding the suicide of an adolescent. Other types of loss, such as loss of a job, are also important factors.
12. FACT Lack of hope for the future, for example, is an important clue.
13. MYTH This is one secret you cannot keep. You may lose the friendship temporarily, but may save your friend's life.

From Special Educational Services, Alberta Education, *Suicide Prevention and Coping: A Manual for Teachers, Counsellors and Administrators* (Edmonton, AB: Alberta Education, 1987), p. 3.

**For additional information**

For more information on depression and suicidal feelings, see the Depression section of *Teaching Students with Emotional Disorders and/or Mental Illnesses* (Alberta Learning, 2000), Book 8 in the *Programming for Students with Special Needs* series. This teacher resource was a collaborative project between Alberta Mental Health Board, The Alberta Teachers' Association and Alberta Learning. The resource is available for purchase from the Learning Resources Centre.





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

**Outcome R-8.2 (continued)****Connections****Ideas for promoting suicide prevention**

Students can:

- seek out help from local counselling services
- engage in meaningful relationships with their parents, mentors, teachers or school counsellors
- participate in the Yellow Ribbon campaign as part of a comprehensive suicide prevention program
- be aware of crisis lines and local support services for self or others
- recognize that asking for help is acceptable.

Parents can:

- volunteer as mentors to teens in the school and community
- talk to teens about suicide
- maintain open communication with teens
- be aware of help lines and local support services available for teens and families.

Communities can:

- support programs, such as Big Sisters and Big Brothers, that use volunteer mentors
- support youth initiatives for teen drop-in centres, coffee houses or recreation centres
- provide presentations by health-care professionals through related agencies
- support and facilitate volunteer crisis lines
- ensure that community efforts focus on prevention of suicide
- promote mental health through workshops for stress management, communication strategies, relationship building, asset building.

# 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-8.3**

*The student will evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours.*

Sample  
**Learning**  
Activities

**Get ready**

- Brainstorm ideas about what risks are and how they can create stress.
- Is there such a thing as a **smart risk**? Discuss.
- Brainstorm potential causes of stress for the typical Grade 8 student.

**Explore and apply**

- Discuss ways in which risks can be managed. For example:
  - choose your risks
  - set limits for risks
  - choose positive risks that will increase your confidence.
- Discuss strategies for managing stress. For example: following a schedule, setting goals and prioritizing, balancing recreation and work, getting adequate exercise and sleep.
- For other activities that support this learning outcome, visit Physical Education Online at [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



**Extend and commit**

- Brainstorm potential effects of not managing the stress in your life.

Sample  
**Assessment**  
Activities

- Describe three kinds of risks you can manage so your stress is reduced. Explain how this kind of risk management could reduce stress.



*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-8.4**

*The student will analyze the effects of self-concept on personal communication.*

Sample Learning Activities

**Get ready**

- As a class, define and discuss **self-concept** and **personal communication**.
- Brainstorm examples of personal communication. For example: how you talk with family members, how you respond to teachers, how you communicate with friends.

**Explore and apply**

- Work in small groups to complete the following chart.

If you don't value yourself much, your communication is characterized by:	If you value yourself more than others, your communication is characterized by:	If you value yourself and others, your communication is characterized by:

- Share findings with other groups and compile a class chart. Discuss.
- Generate scenarios of typical communication situations and role-play how communication looks between people who value themselves and others.

**Extend and commit**

- Share examples of personal communication styles of people you admire. Discuss how what they choose to say and how they choose to communicate says about how these people feel about themselves and others.

Sample Assessment Activities

- Complete the following sentences:
  - “When I’m feeling confident, my communication with others tends to ...”
  - “When I’m feeling respected, my communication with others tends to ...”
  - “When I’m feeling unsure of myself, my communication with others ...”

# 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-8.5**

*The student will develop strategies for maintaining healthy relationships.*

Sample  
**Learning**  
Activities

### Get ready

- With a partner, complete a triple T-chart of what a healthy relationship looks, sounds and feels like.

### Explore and apply

- Brainstorm a list of strategies for maintaining healthy relationships. Code the strategies “A” for actions, “W” for words and “T” for thoughts.
- Think of important relationships in your life. Write a journal entry describing things you do or say to maintain these healthy relationships.

### Extend and commit

- Identify three new strategies you’d like to use to maintain healthy relationships in your life.

Sample  
**Assessment**  
Activities

- Make a Top ten list of strategies you can use to maintain healthy relationships in your life.

**AAC ...**  
**Everyday assessment**  
**tools for teachers**

- To download the teacher-developed assessment activity *I Never Knew Your Name*, go to the Alberta Assessment Consortium’s Web site at [www.aac.ab.ca](http://www.aac.ab.ca), select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 8: *I Never Knew*.

[This assessment task can also be used with specific outcome R-8.2.]

# 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-8.6**

*The student will describe and provide examples of ethical behaviour in relationships; e.g., integrity.*

## Sample Learning Activities

### Get ready

- List character virtues that ethical people demonstrate. For example: assertiveness, caring, commitment, confidence, consideration, courage, courtesy, determination, diligence, excellence, flexibility. Discuss the meaning of each and share examples of behaviours which demonstrate these virtues.

### Explore and apply

- Choose a word that describes or summarizes ethical behaviour and develop a T-chart of what this quality looks, sounds and feels like. Share it with the class.
- With a partner, develop a role-play that demonstrates ethical behaviour in a relationship. Ask the audience to identify what ethical qualities and behaviours were demonstrated.

### Extend and commit

- Discuss specific ways in which ethical principles can assist individuals in making different kinds of decisions ranging from choosing an outfit, to deciding on a career or choosing a marriage partner.

## Sample Assessment Activities

- Describe three ways you demonstrate integrity in your relationships with others.

## 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.

### 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.

# 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-8.6 (continued)

### **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."



*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-8.7**

*The student will develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts.*

Sample Learning Activities

**Get ready**

- List examples of typical conflicts Grade 8 students might have with peers, siblings, parents and teachers.

**Explore and apply**

- Identify the things you do and say to keep the peace and prevent situations from getting worse.
- Generate several scenarios in which two or more people are in conflict. Role-play the situations, using strategies to maintain calm.
- Evaluate the successful strategies used in the role-plays. Discuss what the successful strategies have in common. For example: mutual respect, willingness to listen, looking for common ground, attempting to see others' perspectives, avoiding blame, neutral body language, calm quiet tone.

**Extend and commit**

- Research a current conflict in local or world politics and discuss how finding common ground could help resolve this conflict.

Sample Assessment Activities

- Write an advice column for teens on "How to keep peace in your relationships at home and school."



*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-8.8**

*The student will describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team.*

Sample  
**Learning**  
Activities

**Get ready**

- As a class, discuss and define **conformity** and **dissent**. For example: to conform is to act or behave like everyone else; to dissent is to think differently or disagree with others.

**Explore and apply**

- In small groups, list situations in which conformity is a positive thing and situations in which conformity is a negative thing.
- Do the same activity with the concept of dissent.
- Discuss the concept of the silent majority. Generate a list of situations in which the silent majority reinforces a behaviour or a certain way of doing things.

**Extend and commit**

- Research a historical event in which dissent made a positive social change possible.
- List examples of situations in which conformity promotes a harmonious, safe environment.

Sample  
**Assessment**  
Activities

- Draw four cartoon panels, illustrating the following concepts:
  - conformity as a positive force
  - conformity as a negative force
  - dissent as a positive force
  - dissent as a negative force.
- Write a paragraph describing what you learned about conformity and dissent that could help you relate more positively with others.



# 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-8.9**

*The student will describe the characteristics of, and demonstrate skills of, an effective leader and group member.*

Sample  
**Learning**  
Activities

### Get ready

- Discuss and define **leadership**.
- Brainstorm words that describe a good leader.
- Working with a partner, think of a skill or concept to teach the other person in three minutes or less, such as counting to 10 in another language, a dance step or how to whistle with your fingers. After partners have taught each other, discuss the skills used to teach the new concept. Consider skills such as organizing thoughts, communicating clear messages, providing opportunities for practice and giving constructive feedback.

Adapted from *Risk Watch®—Grades 7 and 8, Lesson 3: Choking, Suffocation and Strangulation Prevention* (Quincy, MA: National Fire Protection Association, 1998). The name and image of Risk Watch® are registered trademarks of the National Fire Protection Association, Quincy, MA 02269.

### Explore and apply

- As a class, complete a triple T-chart showing what an effective leader looks, sounds and thinks like.
- Research leaders that you admire. Describe their leadership style and skills. Share your findings with the class.
- Do a Venn diagram comparing and contrasting the leadership styles and skills of two different leaders.
- With a partner, discuss what kind of leader you would like to be. List five skills you will need to develop to be a good leader.
- Write a job ad for a leader and include a description of the skills required.
- Discuss different styles of leadership and how different styles work best for different groups in different situations. Think about what kind of leader you enjoy working with and what style you feel is most effective at helping others reach their goals.
- Discuss the importance of contributing to the group, whether or not you are a leader. Brainstorm the different ways people can contribute to a group.
- For other activities that support this learning outcome, visit [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.



### Extend and commit

- Research leadership training opportunities in your community.
- Discuss whether or not all students need access to leadership training.



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

## Outcome R-8.9 (continued)

### Sample Assessment Activities

- Describe an opportunity you had to be a leader. Describe the kind of leadership style and skills you used. What are some additional leadership skills you would like to develop?
- Write a thank-you letter to a person who helped you reach a goal and whom you consider to be a leader. Describe what this person did and said that made him or her an effective leader. What did you learn from that person?
- Describe an opportunity you had to be a team member. Describe what skills you used to be an effective team member.

### Teacher Background

#### Leadership skills

Students need many opportunities to develop their leadership and group membership skills. Encourage students to articulate qualities of a good leader so they can better analyze leadership behaviour they see and be better able to develop these qualities themselves. The “Getting Into Character” section of the *Risk Watch® Safety Program* (Grades 7–8) offers the following description of effective leaders.

Effective leaders:

- lead from the future
- communicate a clear vision and purpose
- persevere with strong passion
- act with courage, commitment and integrity
- empower followers
- engage conflict and controversy
- set out feedback and criticism
- keep commitments
- hold themselves accountable
- respect the dignity of others.

Adapted from *Risk Watch®—Grades 7 and 8, Getting Into Character* (Quincy, MA: National Fire Protection Association, 1998). Adapted with permission of NFPA. The name and image of Risk Watch® are registered trademarks of the National Fire Protection Association, Quincy, MA 02269.

### Connections

#### Ideas for encouraging and enhancing student leadership

Students can:

- attend leadership conferences
- apply skills learned at conferences to the local school and community
- become involved in local government through youth councils and summits
- organize a peer education project—training student leaders and running the project within the school
- participate in a students’ union or equivalent
- plan and participate in school-based activities, such as pep rallies, tournaments and fun days
- plan and participate in community-based activities for teens, younger children or families.

# 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-8.9 (continued)

Parents can:

- assist and provide supervision for student-run activities
- model leadership in the home and community
- note leadership abilities in students
- accompany students on leadership conferences or retreats
- assume leadership roles in church youth groups, sports teams, youth clubs.

Communities can:

- provide opportunities for local youth to be involved in community government and planning
- provide opportunities for volunteerism
- sponsor youth leadership conferences or retreats
- provide feedback for student leadership
- recognize student leaders through local media.



*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-8.1**

*The student will determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest.*

Sample Learning Activities

**Get ready**

- Define the word **balance**. Discuss how you know if your life is not in balance. What are some clues?
- Use magazine pictures and your own illustrations to create a collage “How I create balance in my life.”

**Explore and apply**

- Brainstorm a list of time-management strategies Grade 8 students can use to complete major school projects.
- Choose one time-management strategy that you would like to learn more about. Set a goal to use that strategy for a one-month period. Develop an action plan to achieve the goal and a self-monitoring system to track progress.

**Extend and commit**

- Interview one or two adults and find out strategies they use to maintain balance in their lives.

Sample Assessment Activities

- Create a mind map illustrating how you manage your use of time and energy in family, school, leisure and volunteer activities.



*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-8.2**

*The student will examine learning priorities, and implement a learning plan.*

Sample Learning Activities

**Get ready**

- Discuss the importance of goal setting for learning activities both in and out of school.

**Explore and apply**

- Develop three to five goals for a specific time period within the school year.
- Examine your academic goals and arrange them in order of priority from most important to least important.
- Discuss strategies for achieving these goals.

**Extend and commit**

- Create a mind map of the goals you want to accomplish over the next two years.
- Using the mind map as a starting point, create a learning plan for yourself. At the completion of the plan, evaluate your performance and the effectiveness of your plan. Did you achieve your goals? What strategies worked well? What needs to be changed? How will you make changes or improvements to your next learning plan?

Sample Assessment Activities

- List three learning priorities you have this year and outline what you will do to ensure you are successful in these priorities.



*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-8.3**

*The student will identify components of ethical decision making, and apply these concepts to personal decision making.*

Sample Learning Activities

**Get ready**

- Review the definition of **ethics** and generate examples of ethical issues and ethical implications in the decision-making process. For example: ethics are the rules of right and wrong that form a system of behaviour. They form the basis for personal values that people develop throughout their lives.

**Explore and apply**

- In small groups, brainstorm examples of ethical choices that a typical Grade 8 student might face.
- Role-play possible solutions to ethical dilemmas, such as the following.
  - *Another student tells you about a Web site that is posting the questions from this year’s final exam a week before the exam takes place.*
  - *You have just bought a skateboard from a student in another class for a really good price. The next day you hear a rumour that it was stolen merchandise.*
  - *Your parents have assured you that you can phone home from a party if you need a ride but you know they do not want you to attend social gatherings where alcohol is served to underage teens. The friend who drove you has had three beers at the party. Should you phone home for a ride? If your parents find out there was drinking at this party, they will ground you and they may call the parents of other kids at the party.*

**Extend and commit**

- Discuss favourite movies and novels in which the characters face major ethical decisions.
- Choose a current issue in the news and discuss the ethical implications for each of the people involved.

Sample Assessment Activities

- Imagine you have to make a personal decision about whether or not to tell your parents that your older sister is planning a big party when they go out of town for the weekend. Describe the ethical issues you have to face as you decide how to handle this situation.



*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-8.4**

*The student will begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills.*

Sample Learning Activities

**Get ready**

- As a class, define these work-related terms:
  - **career** (a way of making a living, an occupation or profession)
  - **vocation** (a strong feeling of dedication for a particular career or occupation)
  - **avocation** (a secondary activity undertaken in addition to one’s main work)
  - **job** (a paid position of employment).
- Discuss the difference between a career and a job.

**Explore and apply**

- In small groups, generate a list of factors which influence a person’s choice of occupation. For example:
  - skills
  - talents
  - interests
  - education.
- Make a list of people and places for researching career and occupational choices.
- Collect current job ads from newspapers and trade magazines that reflect job opportunities locally, provincially, nationally and globally.
- Design a mind map to illustrate a potential career path that would meet your goals, skills and values.
- Design a second mind map to illustrate a career cluster related to your career path map.
- Research this occupational cluster and present your findings to the class.

**Extend and commit**

- Identify 10 careers that did NOT exist 10 years ago.

Sample Assessment Activities

- Describe one career path that interests you and outline the goals you might set over the next few years in order to make that career a reality.
- Relate your own personal interests and skills to this career choice.



*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-8.5**

*The student will update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths.*

Sample Learning Activities

**Get ready**

- Discuss reasons to build a personal skills and interests portfolio.

**Explore and apply**

- Design a system for collecting material and organizing a portfolio. A three-ring binder with tabs to divide each section is one economical choice.
- Design a system for reviewing a portfolio. Include criteria for selecting material to add and choosing material to take out or replace.

**Extend and commit**

- Research the skills most in demand in the current market. How does this affect the contents of your portfolio?

Sample Assessment Activities

- List the five most important things you plan to put in your personal portfolio. Why do you believe they are important? What do they show evidence of?

Teacher Background

**For additional information**

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





*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-8.6**

*The student will investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media.*

Sample Learning Activities

**Get ready**

- As a class, discuss and define the terms:
  - **personal support network**
  - **mentor**
  - **career path**
  - **occupational cluster.**
- Brainstorm strategies for obtaining career information.

**Explore and apply**

- As a class, select a career cluster and research it in small groups, each group using a different source and method. Share information with the class—including where and how the information was identified.
- Analyze the class results to determine which research methods were most or least effective, as well as what obstacles were encountered in the research process.
- Review *Student information master 36: Career information interviews* on page B.52 in Appendix B.

**Extend and commit**

- Using what you learned from your class research experience, conduct research on your own career cluster of interest. Summarize your findings in a report.

Sample Assessment Activities

- Create a mind map of a plan for investigating career information.

Teacher Background

**The career information interview**

Information interviews may be conducted for many purposes. Students may wish to interview people to establish connections or gather specific information in a field of interest.

The student has to decide whom to interview, create a list of questions, contact the person and conduct the interview. The student asks questions. Interviews are a good way to become familiar with workplaces and people the student may see in future job interviews or within the local business community.



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

**Outcome L-8.6 (continued)****For more information**

- Contact the Career Information Hotline, 1–800–661–3753.
- Look up community agencies in local business directories.
- Visit career planning centres at local universities, colleges, agencies and technical schools.

**Connections****Ideas for promoting and sharing career information for teens**

Students can:

- enroll in option courses related to future interests or courses that provide potential career-related skills and knowledge
- ask parents, relatives, neighbours or community service providers about their careers
- participate in volunteer jobs within the school and community
- participate in job shadowing within the community
- invite members of the local community to speak at school
- organize and participate in a school-based career day
- attend open houses at nearby colleges, universities and technical institutes
- note the variety of careers and services connected to daily living
- read local and regional newspapers to be aware of employment trends and issues.

Parents can:

- encourage teens to pursue opportunities to develop their skills
- talk with teens about their own career training and choices
- talk with teens about their interests and dreams for the future
- support teens' interest in skill-building activities
- help teens recognize that change is constant, learning is ongoing, and that learning takes place both in and out of the classroom
- encourage teens to follow their interests and dreams
- help teens recognize that all decisions are career decisions, directly or indirectly; that all decisions involve multiple levels and that there are no right decisions in the career-planning process.

Communities can:

- provide volunteer opportunities for teens within local businesses
- provide opportunities for teen job shadowing
- provide career-related presentations in schools by local trades professionals, coaches or entrepreneurs
- organize a local career fair for students and their parents
- host student tour groups in community businesses, plants or factories.

# 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-8.7**

*The student will relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community.*

## Sample Learning Activities

### Get ready

- In small groups, generate a list of volunteer opportunities available in the home, school and community.
- For each opportunity, identify knowledge, skills and attitudes you could bring to the volunteer experience.
- Contact local volunteer organizations and find out what knowledge, skills and attitudes they want from their volunteers.

### Explore and apply

- Interview family and friends about their volunteer experiences. Ask them about what they do, why they do it and how they got involved.
- Contact volunteer centres in your community and discuss volunteer opportunities. Most volunteer centres operate like employment agencies, matching needs with people willing to help meet needs. Job descriptions are available outlining specific duties, along with the skills and time required.
- Complete *Student activity master 41: Your skills and volunteering* on page C.42 in Appendix C. Discuss the results with a partner.
- Contact service clubs and groups that contribute to the community. Interview a representative and create a list of projects these groups are involved in.

### Extend and commit

- Collect stories, photographs, advertisements and announcements from your local newspaper, radio or television stations about volunteer opportunities and volunteer accomplishments in your community.
- Search Web sites of large nonprofit and charitable organizations for volunteer information.
- Do a Web search using words like **volunteer, nonprofit, not for profit**.

## Sample Assessment Activities

- Describe one volunteer activity you would like to participate in. List the personal knowledge and skills that you could bring to that activity. Explain why you think this is a worthwhile volunteer activity. How does it benefit the community? How could you benefit from this type of experience?



*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-8.8**

*The student will investigate the characteristics of a mentor, and practise mentorship in a group setting.*

Sample Learning Activities

**Get ready**

- Review the term **mentor**. For example: an experienced and trusted advisor or guide.
- Brainstorm a list of ways people can act as mentors to others.

**Explore and apply**

- Discuss possible ways for Grade 8 students to act as mentors in a group.
- Create a list of strategies for developing caring relationships with younger children.

**Extend and commit**

- Choose an activity or project, such as paired reading or teaching computer skills, and volunteer to work in an elementary class in your school or neighbourhood for a specific activity during a specific time frame. At the end of the specified time, write a summary of your mentoring experience. Use the following questions to analyze your learning.
  - Who did you work with and what did your tasks include?
  - What did you do to develop a good relationship with your younger buddy?
  - What did your buddy learn from you?
  - What did you learn from your buddy?
  - What difficulties did you have?
  - What can you take from this experience into your next mentoring opportunity?

Sample Assessment Activities

- Describe a situation in which you were a mentor to another person. Describe at least three things you said or did to positively influence that person.

Connections

**Ideas for promoting and supporting mentoring relationships**

Students can:

- volunteer to be mentors to younger students in the school
- work with adult mentors from school staff or the community
- organize or attend student mentorship conferences or retreats
- plan student activities in cross-graded groups within the school
- participate in peer education projects to make presentations to younger students within their own and other schools
- recognize that they are mentors within their own families.

# Life Learning Choices



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

## Outcome L-8.8 (continued)

### Parents can:

- volunteer to be mentors through agencies such as Big Brothers and Big Sisters or school-based mentorship programs
- look for opportunities to share skills, talents or encouragement with other people who have similar interests or abilities
- offer to speak to students about mentorship in schools
- volunteer to be youth career mentors
- encourage students to spend time with adults they respect and admire
- volunteer to teach or lead group activities related to their own abilities or talents
- accompany students on educational field trips as interested chaperones
- volunteer to coach sports or academic teams within the school.

### Communities can:

- support community agencies, such as Big Sisters or Big Brothers, that use volunteer mentors
- provide volunteer opportunities in specific placements for students with particular interests or abilities
- organize or host mentorship conferences for adults and teens
- support student business and recreation initiatives.