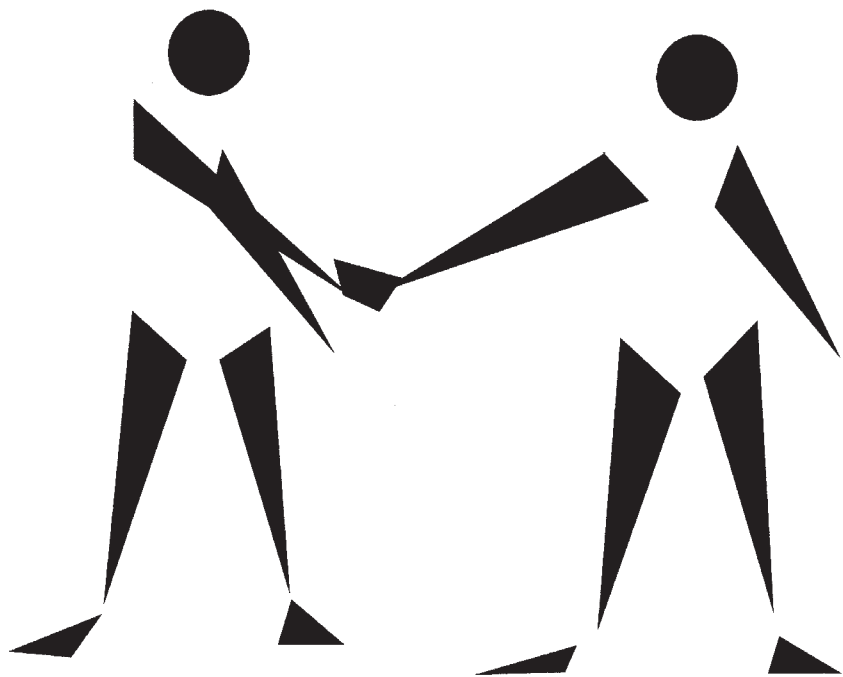


Senior 2

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.S2.A.1 Assess personal attributes and talents across a variety of domains (e.g., academic, athletic, musical, artistic, interpersonal, intrapersonal...), and assess how each contributes to self-esteem/self-confidence.</p>	<p>◆ Finding Your Identity</p> <p>Students individually assess their sense of self-esteem, using the BLM provided. After they have tallied their total scores, ask students to note the suggestion for their total.</p>
<p>Curricular Connections PE/HE: K.4.S1.A.1 FS: S2 5.1.1 Discuss factors that influence self-concept.</p>	<p> Refer to BLM S2–7: What Do I Think about Myself?</p>
	<p>◆ Highlight Jar</p> <p>Once a day (including weekends), for a predetermined period of time (e.g., one month), students record on a piece of notepaper something that made them feel good or successful. They place this note in a container and, after the predetermined period of time has elapsed, read their comments to themselves. This learning activity is designed to help students assess their positive attributes for building self-confidence.</p> <p>Variation: Students’ family members or classmates record students’ strengths or positive attributes for a set period of time.</p>
	<p>◆ Medicine Wheel Teachings</p> <p>Have students make their own medicine wheels, considering their own attributes and talents in a variety of areas (e.g., academic, athletic, musical, artistic, interpersonal, and intrapersonal relationships) and assessing how each contributes to their self-esteem and confidence within the physical, mental, emotional, and spiritual aspects of the medicine wheel.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- self-esteem

Tip

- Use strategies or questionnaires to identify students' multiple intelligences.

Aboriginal Link

- For centuries, many Aboriginal people have used the medicine wheel as a tool for learning and teaching. The medicine wheel provides direction and meaning to an individual, teaching that the physical, mental, emotional, and spiritual aspects must be in balance to maintain a healthy mind, spirit, and body.
- For more information on medicine wheel teachings, refer to learning outcome K.4.S1.A.1.
- Also refer to The Aboriginal Multi-Media Society (AMMSA)—Buffalo Spirit (see Aboriginal Websites in Bibliography).

Resources**Publications**

- Friedman, Sandra Susan. *Body Thieves: Help Girls Reclaim Their Natural Bodies and Become Physically Active*. Vancouver, BC: Salal Books, 2002.
- ---. *Nurturing GirlPower: Integrating Eating Disorder Prevention/Intervention Skills into Your Practice*. Vancouver, BC: Salal Books, 2003.

◆ **Journal/Reflection: Finding Your Identity**

Self-Assessment: Inventory

Students respond to the following questions in their journals:

1. What does self-esteem mean to you?
2. What did you learn about yourself and your identity?
3. Are there some things about yourself that you would like to change or improve? Explain.
4. Explain the following saying: "If you've got what it takes, the world can be your stage."

◆ **Performance Task: Highlight Jar**

Self-Assessment: Inventory

Students complete the following statements in their journals:

1. I am very proud of...
2. I feel confident when I am...
3. I feel good about this quality of mine...
4. I am a good person because...

TEACHER NOTES (continued)

- Manitoba Education and Youth. *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003. (See Medicine Wheel, page 9.)
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. (See chapter on self-esteem.)
- The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.


Board Game

- Hellesoe, Cynthia. *The Esteem Theme Game*. Dartmouth, NS: The Esteem Theme Co., 2001.

Blackline Master

- BLM S2-7: What Do I Think about Myself?



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="92 262 577 325"><i>Students will...</i></p> <p data-bbox="92 325 577 640"><input type="checkbox"/> K.4.S2.A.2a Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing a behaviour (e.g., evaluate application of goal-setting process to improving cardiovascular fitness, career plan...).</p> <div data-bbox="115 640 554 766" style="border: 1px solid black; padding: 5px;"><p data-bbox="115 640 554 682">Curricular Connections</p><p data-bbox="115 682 554 724">PE/HE:</p><p data-bbox="115 724 554 766">S.4.S2.A.1</p></div>	<p data-bbox="577 325 1442 367">◆ Five Ws Goal</p> <p data-bbox="577 367 1442 483">Students think of one personal goal they would like to achieve and record a statement answering each of the following questions for that goal:</p> <ul data-bbox="654 483 1442 682" style="list-style-type: none">• Who?• What?• When?• Where?• Why? <p data-bbox="577 682 1442 724">Students share their responses with a peer.</p> <p data-bbox="577 766 1442 808">◆ Personal Goal Setting</p> <p data-bbox="577 808 1442 955">Using a BLM provided, students identify a fitness-related or work-related (career, job) goal they wish to achieve and plan a process for achieving the chosen goal. Students share their goal-setting process with a peer.</p> <div data-bbox="654 976 1442 1092"> Refer to BLM S2–8: GOAL-Setting Process.</div>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource
Blackline Master

- BLM S2–8: GOAL-Setting Process. 



◆ **Performance Task: Personal Goal Setting**

Peer Assessment: Rating Scale

Using the following rating scale, students rate their partners’ plans for achieving a personal goal.

Effectiveness of GOAL-Setting Process				
Rate each step or component of the student’s GOAL-setting process.		Rating Scale:		
		3 – Proficient 2 – Satisfactory 1 – Needs More Work		
The student...		3	2	1
G	Stated GOAL.			
O	OUTLINED steps to achieve the goal.			
A	Indicated ASSESSMENT plans.			
L	LOCATED possible problems or barriers.			
S	Identified SUPPORT SYSTEMS.			

PRESCRIBED LEARNING OUTCOMES
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.4.S2.A.2b Evaluate how various internal and external factors (e.g., availability of particular jobs versus ability to do the jobs, making a team, improving a grade, improving fitness...) may have an impact on the achievement of personal and/or career goals (e.g., improving a grade, improving fitness, getting a job...).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Internal Versus External Factors**

Prepare a chart with the following headings:

Internal Factors	External Factors

Each student records one factor under each heading (see examples in Teacher Notes). As a class, group similar factors into one common factor and develop a master list.

Students pair up and choose one factor (either internal or external) and discuss its potential effect on the achievement of a personal or career goal, explaining whether the selected factor could help or hinder the achievement of the goal. (Ensure that the class selects all factors.) Pairs share their evaluation with the class.

◆ **Factors Affecting Achievement of Goals**

Each student chooses a personal goal and lists internal and external factors that would hinder or contribute to the achievement of that goal. They record their ideas in a chart such as the following.

Helping and Hindering Factors					
Goal: _____					
<i>Example:</i> I want to quit smoking.					
Factors That Help	Internal	External	Factors That Hinder	Internal	External
<i>Example:</i> I have a high level of motivation.	✓		<i>Example:</i> My best friend is a heavy smoker.		✓



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Explain the terms in the following headings:

Internal Factors	External Factors
<ul style="list-style-type: none"> • self-motivation • physical maturation • personal interest 	<ul style="list-style-type: none"> • financial cost • family values • access to facilities

Aboriginal Link

- Manitoba Aboriginal Youth Career Awareness Committee (MAYCAC) offers career information, encourages early career planning, promotes positive Aboriginal role models, and provides employment mentorships and work experience opportunities.
- Students could research the purpose, objectives, and activities of MAYCAC and determine their own skills for employability.

Resource

Organization

- Manitoba Aboriginal Youth Career Awareness Committee (MAYCAC)



◆ Journal/Reflection: Factors Affecting Achievement of Goals

Self-Assessment: Inventory

Students reflect in their journals on the following questions:

1. What factors would hinder achievement of your goals?
2. What factors would help you achieve your goals?
3. Would you change any factors if you could? Explain.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.S2.A.3 Analyze factors (i.e., values, beliefs, peers, media, environment, finances) that influence personal and/or group decisions for active, healthy lifestyles.</p> <div data-bbox="113 569 555 814" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections PE/HE: K.4.S1.A.3 SC (Biology): S3B-0-P3 Appreciate the impact of personal lifestyle choices on general health and make decisions that support a healthy lifestyle.</p></div>	<p>◆ Analyzing Influencing Factors</p> <p>Arrange the class in five groups and have each group choose one of the following health risk areas:</p> <ol style="list-style-type: none">1. physical inactivity2. inadequate dietary behaviours3. substance use and abuse4. sexual behaviours that cause sexually transmitted infections (STIs) and unintended pregnancies5. behaviours that cause intentional and unintentional injury <p>Groups analyze how each of the following factors influences decision making related to their selected health risk area:</p> <ul style="list-style-type: none">• values• beliefs• peers• media• environment• finances <p>Groups present their analyses for class discussion and peer assessment.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource

Publication

- Fetro, Joyce V. *Personal and Social Skills: Level 3*. Santa Cruz, CA: ETR Associates, 2000.

◆ **Performance Task: Analyzing Influencing Factors**

Peer/Teacher Assessment: Rating Scale

Students use the following rating scale to assess each group’s analysis of how the specified factors influence decision making related to the selected health risk area.

Analysis of Factors Influencing Decisions			
Influencing Factor	3 Accomplished	2 Satisfactory	1 Limited
values			
beliefs			
peers			
media			
environment			
finances			



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.S2.B.1a Examine the contributions of games, sports, and the arts to social development and cultural diversity (e.g., getting to know and understand others of like and different cultures, Olympics...).</p> <div data-bbox="113 569 555 690" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: K.4.S2.B.1b</p> </div>	<p>◆ Understanding Cultural Diversity</p> <p>Arrange students in groups of three or four and have each group select a country from a master list provided. Students research what national sports, games, athletes, musical or dance groups, and performing arts contribute to the culture of the selected country. Groups present their findings to the class.</p> <p>◆ Special Events in Manitoba</p> <p>Remaining in the groups they formed for Understanding Cultural Diversity, students identify special events held in Manitoba (e.g., Festival du Voyageur, the Morris Stampede) and discuss their contributions to Manitoba’s social development and cultural diversity.</p> <p>◆ Cultural Connection</p> <p>Provide or have students collect pictures of different physical activities and sporting events. Display the pictures and have students discuss the cultural connection and contribution represented.</p> <p>◆ Aboriginal Games</p> <p>Have students research and examine the role of Aboriginal games, sports, and the arts for their contributions to social development and cultural diversity.</p> <p>Examples of Aboriginal Sporting Events/Organizations:</p> <ul style="list-style-type: none"> • North American Indigenous Games • Manitoba Indigenous Summer Games • Manitoba Aboriginal Sport and Recreation Council • Winnipeg Aboriginal Sport Achievement Centre


TEACHER NOTES
Glossary

- cultural diversity

Resources
Publication

- The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.

Organizations

- 2002 North American Indigenous Games
- Canadian Olympic Committee
- Manitoba Aboriginal Sport and Recreation Council (MASRC)
- Olympic Movement
- Winnipeg Aboriginal Sport Achievement Centre (WASAC)


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Understanding Cultural Diversity

Peer Assessment: Checklist

Students use the following checklist to assess the group findings.

Cultural Contributions Checklist

The group identified

- national sports
- popular sporting events or games
- popular or famous athletes
- musical or dance groups
- performing arts

◆ Journal/Reflection: All Activities

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

1. Manitoba has been referred to as “the meeting place of nations.” What does this phrase mean to you?
2. How does learning about the culture of other countries help in achieving international peace and friendships?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.S2.B.1b Discuss the historical and/or current roles of games, sports, and other physical activity pursuits for their contributions to the appreciation of different cultures.</p> <div data-bbox="117 569 557 690" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections PE/HE: K.4.S2.B.1a</p></div>	<p>◆ Cultural Diversity in Sporting Events</p> <p>Arrange student in groups (the same groups as those formed for learning outcome K.4.S2.B.1a) and have each group choose one of the following sporting events:</p> <ul style="list-style-type: none">• The Olympics• Pan Am Games• Provincial Winter/Summer Games• North American Indigenous Games <p>Ensure that all four events are selected.</p> <p>Groups identify the culture(s) represented at their selected sporting event and show/explain to the class</p> <ul style="list-style-type: none">• how advertising for the event enhances understanding of the culture(s) represented• how the sporting event promotes appreciation for the participants' culture(s) <p>◆ Historical Connection</p> <p>When introducing a sport or physical activity, ask students what historical or cultural connection the sport is known for.</p> <p>Example: The game of lacrosse was given to the Aboriginal people of North America by the Creator (The Winnipeg School Division, <i>North American Indigenous Games</i> 97).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publication

- The Winnipeg School Division. *North American Indigenous Games: Teacher’s Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.

Organizations

- 2002 North American Indigenous Games
- Canadian Olympic Committee
- Manitoba Aboriginal Sport and Recreation Council (MASRC)
- Nativehockey.com
- NDNSPORTS (Source for Native American Sports News and Profiles)
- Olympic Movement

◆ **Observation: All Activities**

Teacher Assessment: Inventory

Through questioning, observe whether or not students show an understanding of the historical and/or current role of sport for the appreciation of different cultures.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.S2.B.2a Evaluate the benefits of effective communication skills (e.g., listen actively, paraphrase, show appreciation, criticize ideas, not people...) for getting along with family, friends, and peers in school, community, and/or the workplace.</p>	<p>◆ Defining Effective Communication</p> <p>Students define effective communication by creating two master columns, one listing effective listening skills and the other listing ineffective listening skills.</p> <p>◆ Describing a “Mystery” Object</p> <p>Divide the class into groups of three or four. Put several objects (e.g., basketball, football, racquet, hockey stick, baseball bat) into a large box or bag and have one student from each group pick one object, keeping the selected item a mystery for the other group members. The student then describes the object in detail, without identifying its name or use. The other members of the group draw the object.</p> <p>Students discuss the following questions:</p> <ul style="list-style-type: none">• What was easy about the activity?• What was difficult about the activity?• Was the exercise easier for the speaker or for the listener?• What are the benefits of effective communication skills? <p>Describing a “Mystery” Object: Adapted, by permission, from Stewart, Jan. <i>The Anger Workout Book for Teens</i>. Torrance, CA: Jalmar Press, 2002.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review active listening tips, using the acronym FOLDER.

Active Listening Tips

- F Face the speaker:** Look at the speaker and sit opposite him or her whenever possible. If this is not possible, turn your head so that you are facing the speaker.
- O Open body language:** Do not cross your legs or your arms; sit up straight.
- L Lean toward the speaker.**
- D Do not interrupt:** Interrupting may cause the speaker to forget what he or she was going to say. Wait for a natural pause in the sentence, or wait until the speaker is finished talking before making comments or asking questions.
- E Eye contact:** Keep your eyes on the speaker (if culturally appropriate).
- R Respond to the speaker:** Tell the speaker what you heard him or her say.

Active Listening Skills: Adapted, by permission, from Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.

Resource

Publication

- Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.



◆ Journal/Reflection: All Activities

Teacher Assessment: Anecdotal Notes

Students write in their journals about a personal experience when ineffective and/or effective communication affected their relationship with someone.

Students compile a list of listening and speaking skills that they would like to work at improving in the future.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.S2.B.2b Identify potential adult roles (e.g., parent, partner, spouse...) and ways to prevent potential problems (e.g., domestic conflict, abuse...) in developing meaningful relationships.</p> <div data-bbox="117 569 555 774" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections PE/HE: K.4.S1.B.4 S.4.S1.A.3 K.4.S2.C.1a K.5.S2.E.2</p></div>	<p>◆ There Is Always a Way</p> <p>Divide the class into two groups of equal size and have each group chose a scenario such as the following:</p> <ol style="list-style-type: none">1. An employer is sexually harassing an employee.2. Both partners in a marriage/relationship abuse each other. <p>Each group discusses the selected scenario, using the following questions to guide them:</p> <ul style="list-style-type: none">• What is the problem?• What communication skills or assertiveness techniques could have prevented the problem?• What could be done to turn this relationship into a healthier and more meaningful relationship? <p>Each group creates a master list of the skills that could have prevented the problem and compares its list with that of the other group. The class looks at both lists and identifies common ways to prevent potential problems.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publications

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

◆ **Journal/Reflection: There Is Always a Way**

Self-Assessment: Anecdotal Notes

Students respond to the following questions in their journals:

1. How does effective communication help individuals deal with potential problems?
2. Choose a hypothetical problem. What strategies would you use to prevent the problem from occurring?



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.S2.C.1a Describe the behaviours necessary for providing others with support (e.g., listen to a friend in difficulty...) and promoting emotional health and well-being.</p> <div data-bbox="115 541 557 661" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: K.4.S2.C.1b</p> </div>	<p>◆ Stand by Me</p> <p>Divide the class into small groups of equal size and have each group select one of the scenarios suggested below. Each group discusses its selected scenario and identifies supportive advice and/or behaviours that promote emotional well-being in that situation. The groups share their ideas with the class.</p> <p>Suggested Scenarios:</p> <ol style="list-style-type: none"> 1. Your friend is upset because she or he did poorly on a test. 2. Your brother or sister did not make the team and is upset. 3. Your girlfriend has an unwanted pregnancy. 4. A close co-worker is unexpectedly fired from his or her job. 5. A friend is displaying signs of potential suicide (e.g., depression, isolation, increased use of alcohol or drugs, giving away possessions). <p>◆ Role-Playing Supportive and Non-Supportive Scenarios</p> <p>Volunteers role-play the scenarios suggested below. Following the role-play, the class discusses</p> <ul style="list-style-type: none"> • the supportive messages they observed • the non-supportive messages they observed • what else could have been done to support the person • how the feelings of the person who needed support differed in the two scenarios <p>Suggested Scenarios:</p> <p>You have just had a huge fight with your parents and they have grounded you for something you did not do. You really want to talk about this. You openly share your problem with</p> <ol style="list-style-type: none"> 1. a student who responds in a supportive way (refer to How to Be an Empathetic Listener in Teacher Notes) 2. a student who does not display supportive behaviours (e.g., interrupts, starts talking to someone else)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Students should be aware of warning signs of potential suicide and ways to prevent suicide. Treat the topic with sensitivity.
- Discuss various ways to be a supportive listener.

How to Be an Empathetic Listener

1. Pay attention.
2. Let the speaker talk as fast and as long as he or she needs to. (The speaker determines the pace and length of the discussion.)
3. Remember that you do not solve the problem.
4. Listen.
5. Respond.
6. Clarify.
7. Listen again. (To listen is your job.)

Resources

Publication

- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. (See Chapter 6.)

Organization

- Canadian Mental Health Association, Manitoba Division (information related to suicide prevention)



◆ Journal/Reflection: All Activities

Self-Assessment: Inventory

Students reflect in their journals on the following questions:

1. In what ways do your family and friends offer you support?
2. How do you offer to support your family and friends? Specify your supportive behaviours.
3. Cite an example of a time in your life when you had an effective listener. How did that person help you?
4. What made you feel the effective listener was listening to you? Identify the behaviours and the signs used by that person.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.4.S2.C.1b Show an understanding of ways to support others (e.g., show empathy, be available, provide comfort, join a support organization...) who are dealing with the loss of a friend or family member.	◆ Dealing with Loss <p>Students create a master list of the emotions that a person could experience after the loss of a close friend or family member. Compare the list with the Stages of Grieving identified below.</p> <p>Students pair up and discuss the ways in which they might support someone who is dealing with a loss.</p>
Curricular Connections PE/HE: K.4.S2.C.1a	Stages of Grieving <p>The following stages of grieving (identified by Elisabeth Kübler-Ross) are not linear. People work through them at different rates and experience them to various degrees. Some stages may occur more than once, and the stages may occur in a different order:</p> <ul style="list-style-type: none">• Denial—refusing to believe what has happened.• Anger—feeling agitated easily; blaming others for the loss.• Bargaining—attempting to make a deal in exchange for having things the way they were before.• Sadness—feeling unhappy, gloomy, and unmotivated.• Depression—feeling that there is no purpose to life; may be accompanied by periods of guilt and overwhelming sadness.• Acceptance—realizing that life has to go on and you can accept your loss.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Review**

- grieving

Tips

- Grieving is defined as a period of sadness following a loss. When a person is grieving, every feeling is normal. Everyone experiences grief differently. There is no wrong or right way to grieve.
- Be sensitive to students who may be reminded of a loss they have experienced or who are currently experiencing a loss. If the loss is recent, students may wish to be excused from the class. Provide students with time to reflect about their own personal losses.

Resources**Publications**

- Kübler-Ross, Elisabeth. *On Death and Dying*. London, UK: Tavistock, 1985.
- Stewart, Jan. *Immediate Guidance for Troubled Students*. Tough Stuff Series. Torrance, CA: Jalmar Press, 2002. (See Modules 5 and 6.)

**◆ Journal/Reflection: Dealing with Loss**

Self-Assessment: Inventory

Students reflect in their journals on

1. how they felt when offering support to someone who experienced a loss of a friend or family member
2. what they did to show support
3. how they could have been more supportive

PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.S2.C.2 Describe situations (e.g., presentations, competitions, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergencies...) **that cause personal stress.**

Curricular Connections
PE/HE:
 K.4.S2.C.3

SUGGESTIONS FOR INSTRUCTION

◆ **You and Your Stress**

To generate discussion, begin the class with statements such as the following:

- “The high school years are the best years of your lives.”
- “You have no stress. You’re too young!”

Students identify stressful situations/events occurring in their lives (see examples in chart below). For each event, students

- rate the degree of stress (1—least stressful; 10—most stressful)
- indicate whether it occurred in the last year
- identify whether it was distress and/or eustress

Rate Your Stress				
Stressful Situation/Event	Rating (1 to 10)	Happened in Last Year	Distress	Eustress
• death of a family member				
• close friend moving away				
• getting a driver's licence				
• suspension from school				
• deciding to leave home				
• pregnancy of self or close friend				
• graduation from high school				
• getting a first job				
• moving to a new school				
• failing a subject in school				
• quarrel with a friend				
• other:				

Each student identifies his or her top two stressors and shares them with the class to determine similarities/dissimilarities of stressful events experienced by students within the class.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- stress
 - distress (negative stress)
 - eustress (positive or pleasant stress)

◆ **Journal/Reflection: You and Your Stress**

Self-Assessment: Inventory

Students reflect on their list of situations/events that caused them personal stress.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.S2.C.3 Examine the physiological and psychological effects of stress related to health and well-being (i.e., General Adaptation Syndrome, prevention of disease).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: K.4.S2.C.2 K.5.S2.C.2 SC (Biology): S3B-3-12 Identify factors that affect blood pressure and describe their effects. <i>Examples: age, exercise, stress, caffeine, nicotine, shock beta blockers, diuretics, effects: low blood pressure, high blood pressure, increased heart rate...</i></p> </div>	<p>◆ Recognizing the Signs of Stress</p> <p>Divide the class into six groups of equal size and have each group brainstorm a list of signs of stress (e.g., headaches, trouble sleeping, persistent rashes, crying for no apparent reason, withdrawal, “butterflies” in stomach).</p> <p>◆ The General Adaptation Syndrome (GAS) Review</p> <p>Students review the stages of GAS and examine why the following physiological changes occur in the alarm reaction stage:</p> <ol style="list-style-type: none"> 1. Heart starts to pound. 2. Feet and hands become cold. 3. Face flushes. 4. Mouth becomes dry (thirst). 5. Stomach becomes unsettled (“butterflies” and nausea). 6. Skin becomes sweaty. <p>Students discuss their findings with a peer and record their responses for assessment.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- stress (distress, eustress)


Review

- Stress becomes a serious problem to our health and well-being if we cannot control our physical and emotional reactions and if our bodies remain at a high level of tension for long periods of time.
- Review the General Adaptation Syndrome (GAS).

Resource

Publication

- Fetro, Joyce V. *Personal and Social Skills: Level 3*. Santa Cruz, CA: ETR Associates, 2000.



◆ **Performance Task: GAS Review**

Peer/Self-Assessment: Inventory
 Students discuss their recorded findings with a peer and compare their responses with an answer key provided.

GAS Review: Answer Key

1. Heart starts to pound.
The body needs as much oxygen in the blood as possible.
2. Feet and hands become cold.
Capillaries in extremities constrict to make more blood available to muscles in preparation for “flight.”
3. Face flushes.
The carotid artery dilates to allow more blood to the brain.
4. Mouth becomes dry (thirst).
The digestive system shuts down to allow blood to be used elsewhere.
5. Stomach becomes unsettled (“butterflies” and nausea).
Excess adrenaline in the blood causes this side effect.
6. Skin becomes sweaty.
Perspiration increases to begin cooling.

◆ **Journal/Reflection: All Activities**

Teacher/Self-Assessment: Anecdotal Notes
 In their journals, students reflect on a past experience that caused a lot of personal stress. They write about the responses they felt in their bodies, and how they dealt with them.


The General Adaptation Syndrome (GAS)	
GAS is the total organism’s non-specific response to stress. The response occurs in three stages:	
<ul style="list-style-type: none"> • Alarm: The body releases adrenaline and attempts many psychological mechanisms to combat stress and maintain control. The body reacts with signs and symptoms of negative stress as a means to protect itself. If the stress is removed, the body returns to normal—often referred to as a “fight or flight” response. 	<p>Signs and Symptoms:</p> <ul style="list-style-type: none"> — Heart beats increase. — Blood rushes to muscles. — Stomach may get tense. — Adrenaline increases. — Perspiration increases. — Respiration speeds up.
<ul style="list-style-type: none"> • Resistance: If stress is not removed, the body goes into the next stage, referred to as resistance or adaptation. More hormones are secreted and the blood sugar level increases to keep the body supplied with energy. Without a counterbalance (e.g., rest, exercise, relaxation), the body starts to show signs and symptoms of negative stress. 	<ul style="list-style-type: none"> — Headaches may occur. — Fatigue may be experienced. — Cardiovascular disease may develop. — Hypertension may develop. — Vulnerability to disease increases.
<ul style="list-style-type: none"> • Exhaustion: The body runs out of energy and has a difficult time defending itself against disease and sickness. Unable to tolerate continued stress, the body suffers mentally, emotionally, and physically, eventually becoming sick and exhausted. 	<ul style="list-style-type: none"> — Physical exhaustion sets in. — Body systems fail.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION																
<p><i>Students will...</i></p>																	
<p><input type="checkbox"/> K.4.S2.C.4a Examine the strategies (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) and defence mechanisms (e.g., denial, compensation, rationalization, daydreaming, regression...) that can be healthy or unhealthy ways of managing stress.</p>	<p>◆ Healthy and Unhealthy Ways of Managing Stress</p> <p>Divide the class into two groups of equal size.</p> <ul style="list-style-type: none"> • One group lists healthy ways to reduce stress (strategies). • The other group lists unhealthy ways to reduce stress (defence mechanisms). <p>Students compare the lists to determine whether any suggestions were on both lists.</p>																
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>PE/HE: K.4.S2.C.2 K.4.S2.C.3</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p> </div>	<p>◆ Strategies for Reducing Stress</p> <p>Students individually identify strategies and/or defence mechanisms to reduce stress in situations such as those listed in the following chart. They share their strategies and/or defence mechanisms with peers.</p>																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Stress-Reduction Strategies</th> </tr> <tr> <th style="width: 50%; text-align: center;">Examples of Stressful Situations</th> <th style="width: 50%; text-align: center;">Strategies and/or Defence Mechanisms to Reduce Stress</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • I am delayed in traffic while travelling to a job interview. </td> <td></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Time is running out and I am not finished writing this test. </td> <td></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • I cannot find something that I want to wear to the party tonight. </td> <td></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • At my part-time job I have to work with someone I don't like. </td> <td></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Things are not going as planned for my weekend. </td> <td></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Other: </td> <td></td> </tr> </tbody> </table>	Stress-Reduction Strategies		Examples of Stressful Situations	Strategies and/or Defence Mechanisms to Reduce Stress	<ul style="list-style-type: none"> • I am delayed in traffic while travelling to a job interview. 		<ul style="list-style-type: none"> • Time is running out and I am not finished writing this test. 		<ul style="list-style-type: none"> • I cannot find something that I want to wear to the party tonight. 		<ul style="list-style-type: none"> • At my part-time job I have to work with someone I don't like. 		<ul style="list-style-type: none"> • Things are not going as planned for my weekend. 		<ul style="list-style-type: none"> • Other: 	
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TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

A small illustration of a white sneaker with three dark stripes on the side, positioned in the bottom right corner of the large empty box.

◆ **Journal/Reflection: All Activities**

Peer Assessment: Anecdotal Notes

In their journals, students respond to the following statements:

1. Unhealthy ways of managing stress lead to more stress (e.g., escapism behaviour, such as abusing drugs and/or alcohol, only increases stress).
2. Not all people deal with stress in the same way (e.g., exercise may be appropriate for John but not for Charlie).

◆ **Questioning/Interview: Strategies for Reducing Stress**

Peer Assessment: Checklist

Working in pairs, students discuss and examine each other's strategies and/or defence mechanisms for reducing stress, determining whether they are healthy or unhealthy.

PRESCRIBED LEARNING OUTCOMES

Students will...

S.4.S2.A.1 Apply goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices (e.g., physical activity and/or fitness plan, nutrition plan...).

Curricular Connections

PE/HE:

K.4.S1.A.3

S.4.S1.A.1

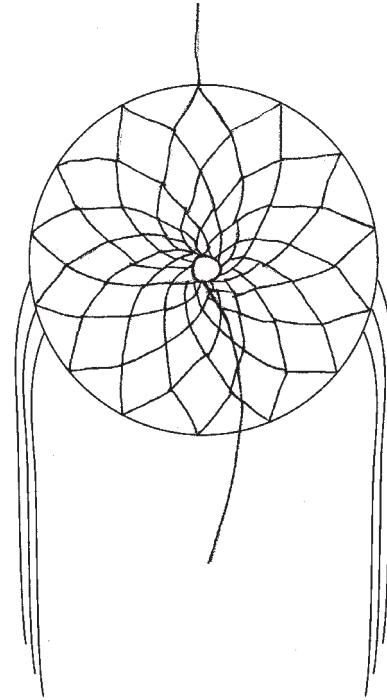
S.4.S1.A.2

K.4.S2.A.2a

SUGGESTIONS FOR INSTRUCTION

◆ **Thinking about Goals: Dream Catcher**

Students use a schematic drawing of a dream catcher (see illustration below) to reflect on their long-term personal plans for a healthy lifestyle. They place words and/or symbols into the web to illustrate what is important in their life.



◆ **Looking Ahead**

Students think about their goals or plans for the future by completing statements such as the following:

- By next week I will...
- By the end of this year, I want to...
- After high school, I would like to...
- Something new I would like to try is...
- I'd like to have enough money to...
- The one thing I would most like to change about myself is...
- In 10 years, my job will be...

◆ **Achieving That Goal**

Using the GOALS acronym as a guide, students outline their plans for a personal healthy lifestyle practice. Each student shares his or her plan with a peer.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review the GOALS acronym (see learning outcome K.4.S2.A.2a and refer to BLM S2–8: GOAL-Setting Process).

Aboriginal Link

- A **dream catcher** is a traditional Aboriginal symbol. It is a decorated web or sinew that has been stretched onto a ring form, and is hung above a person’s bed where it is said to entangle bad dreams and allow good dreams through. It represents what is important in a person’s life: dreams, wishes, values, and goals.

Resources

Publication

- Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002. (See Dream Catcher, page 89.)

Blackline Master

- BLM S2–8: GOAL-Setting Process



◆ Performance Task: Achieving That Goal

Peer Assessment: Rating Scale

Students rate each other’s application of the GOALS acronym using the following rating scale.

Application of GOAL-Setting Process				
Rate each step or component of the student’s GOAL-setting process.		Rating Scale:		
		3 – Proficient 2 – Satisfactory 1 – Needs More Work		
The student...		3	2	1
G	Stated GOAL.			
O	OUTLINED steps to achieve the goal.			
A	Indicated ASSESSMENT plans.			
L	LOCATED possible problems or barriers.			
S	Identified SUPPORT SYSTEMS.			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> S.4.S2.A.2 Design, implement, evaluate, and revise an action plan for making a personal and/or group decision based on values and beliefs.</p> <div data-bbox="115 535 554 693" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections PE/HE: S.4.S1.A.2 K.4.S2.A.2a S.4.S2.A.1</p> </div>	<p>◆ Shaping the Goal</p> <p>Students individually select a goal (e.g., quit smoking) and design an action plan to achieve that goal, based on values and beliefs. After a set length of time for implementing the selected goal (e.g., two months), students evaluate the success of their action plan, revising it as needed.</p>
<p><input type="checkbox"/> S.4.S2.A.3 Apply communication skills and strategies (e.g., listen actively, clarify feelings, summarize...) in case scenarios for getting along with others in a variety of contexts (e.g., while participating in physical activities, discussion groups, project work, job interviews, conversations with adults in home/school/community...).</p> <div data-bbox="115 1449 554 1585" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections PE/HE: K.4.S1.B.2a K.4.S2.B.2a</p> </div>	<p>◆ Communicating in a Variety of Contexts</p> <p>Arrange students in groups of four and have each group select a scenario from a posted list (see suggestions below). Each group role-plays its scenario, showing various communication skills and strategies. One pair within each group demonstrates poor communication skills and the other pair uses effective communication skills.</p> <p>Suggested Scenarios:</p> <ol style="list-style-type: none"> 1. Your school principal is inviting you to participate in a committee to represent student opinions and issues. You have always wanted to get involved but you're concerned about time constraints with your new job and full course load. 2. In English language arts class, your work group has been asked to develop a plan to reduce waste at school. Not everyone in your class feels that reducing waste is an important issue. 3. You are getting really fed up with the excessive drinking going on among your friends and wish they would focus on other activities. You feel as if you're all in a rut. 4. You are in a group situation where you don't know anyone and you must introduce yourself to others and make conversation.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- See instructional and assessment suggestions for learning outcomes K.4.S2.A.2a and S.4.S2.A.1.

◆ **Performance Task: Shaping the Goal**

Self-Assessment: Rating Scale

After a set length of time for goal implementation, students use the following scale to rate the process of shaping their goal.

Rating Scale for Shaping the Goal			
Criteria	3 Above Expectations	2 Meets Expectations	1 Below Expectations
• Designed an action plan for achieving a goal based on values and beliefs.			
• Implemented the action plan.			
• Assessed the effectiveness of the action plan in relation to implementing the goal.			
• Identified necessary revisions to the action plan in relation to successful implementation of the goal.			

Review

- Review communication skills and strategies from previous classes.

Tip

- For suggested activities, see Module 9: Communication in *Student Leadership Development Program, Secondary: Teacher Guide (CIRA)*.

Resources

Publications

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998.
- Fetro, Joyce V. *Personal and Social Skills: Level 3*. Santa Cruz, CA: ETR Associates, 2000.



◆ **Performance Task: Communicating in a Variety of Contexts**

Peer Assessment: Checklist

With teacher assistance, students develop criteria to identify the communication skills and strategies that are effective for getting along with others. Each pair (within each group of four) identifies whether the other pair role-plays effective or ineffective communication skills and strategies.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.4.S2.A.5 Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...).</p> <div data-bbox="115 672 554 945" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: K.4.S1.B.2a K.4.S2.C.3 K.4.S2.C.4a S.4.S2.A.3 ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> </div>	<p>◆ Taking a Time-Out</p> <p>To experience how stress-management strategies work, students participate in a variety of time-out exercises, such as the following:</p> <ul style="list-style-type: none"> • deep breathing • relaxation • guided imagery/visualization • yoga • meditation • calming self-talk <p>◆ Seeking Help</p> <p>Arrange students in small groups and have each group select a scenario from a posted list. (See suggestions below. Ensure that all four scenarios are selected.) In demonstrating their selected scenario to the class, students</p> <ul style="list-style-type: none"> • identify who could help in that situation • show how they could help or support the person(s) in distress <p>The class creates a list of the stress-management strategies and the communication strategies that were identified in the demonstrations. Post the list for all to view.</p> <p>Suggested Scenarios:</p> <ol style="list-style-type: none"> 1. A young girl is feeling anxiety about her parents' divorce. She is starting to skip school and is turning to drugs to forget about the situation. 2. An honours student is starting to feel depressed about a failing grade in chemistry. He is starting to sleep in more and more, often skipping classes. 3. A young couple think they have both contracted a sexually transmitted infection (STI). They are fighting more and more, while doing nothing to deal with the suspected STI. 4. A student is feeling threatened because she or he is being accused of hitting another student.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Review**

- Review stress-management strategies and communication skills that provide distraction, avoidance, and/or escape from stress.
- There are different types of stresses, including physical, mental-emotional, social, and environmental.

Resource**Publication**

- Fetro, Joyce V. *Personal and Social Skills: Level 3*. Santa Cruz, CA: ETR Associates, 2000.

**◆ Journal/Reflection: Taking a Time-Out**

Self-Assessment: Anecdotal Notes

Students write in their journals about a stressful situation they have experienced and reflect on the strategies they used to relieve the stress.

◆ Questioning/Interview: Seeking Help

Peer Assessment: Inventory

Arrange students in pairs and have them explain to each other what they feel was the best stress-management strategy demonstrated in the role-playing of the scenarios and why it was effective.



Personal and Social Management Outcomes: Senior 2



Knowledge

- K.4.S2.A.1 Assess personal attributes and talents across a variety of domains** (e.g., academic, athletic, musical, artistic, interpersonal, intrapersonal...), **and assess how each contributes to self-esteem/self-confidence.**
- K.4.S2.A.2a Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing a behaviour** (e.g., evaluate application of goal-setting process to improving cardiovascular fitness, career plan...).
- K.4.S2.A.2b Evaluate how various internal and external factors** (e.g., availability of particular jobs versus ability to do the jobs, making a team, improving a grade, improving fitness...) **may have an impact on the achievement of personal and/or career goals** (e.g., improving a grade, improving fitness, getting a job...).
- K.4.S2.A.3 Analyze factors** (i.e., values, beliefs, peers, media, environment, finances) **that influence personal and/or group decisions for active, healthy lifestyles.**
- K.4.S2.B.1a Examine the contributions of games, sports, and the arts to social development and cultural diversity** (e.g., getting to know and understand others of like and different cultures, Olympics...).
- K.4.S2.B.1b Discuss the historical and/or current roles of games, sports, and other physical activity pursuits for their contributions to the appreciation of different cultures.**
- K.4.S2.B.2a Evaluate the benefits of effective communication skills** (e.g., listen actively, paraphrase, show appreciation, criticize ideas, not people...) **for getting along with family, friends, and peers in school, community, and/or the workplace.**
- K.4.S2.B.2b Identify potential adult roles** (e.g., parent, partner, spouse...) **and ways to prevent potential problems** (e.g., domestic conflict, abuse...) **in developing meaningful relationships.**
- K.4.S2.C.1a Describe the behaviours necessary for providing others with support** (e.g., listen to a friend in difficulty...) **and promoting emotional health and well-being.**
- K.4.S2.C.1b Show an understanding of ways to support others** (e.g., show empathy, be available, provide comfort, join a support organization...) **who are dealing with the loss of a friend or family member.**

Knowledge (continued)

- K.4.S2.C.2 Describe situations** (e.g., presentations, competitions, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergencies...) **that cause personal stress.**
- K.4.S2.C.3 Examine the physiological and psychological effects of stress related to health and well-being** (i.e., General Adaptation Syndrome, prevention of disease).
- K.4.S2.C.4a Examine the strategies** (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) **and defence mechanisms** (e.g., denial, compensation, rationalization, daydreaming, regression...) **that can be healthy or unhealthy ways of managing stress.**

Skills

- S.4.S2.A.1 Apply goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices** (e.g., physical activity and/or fitness plan, nutrition plan...).
- S.4.S2.A.2 Design, implement, evaluate, and revise an action plan for making a personal and/or group decision based on values and beliefs.**
- S.4.S2.A.3 Apply communication skills and strategies** (e.g., listen actively, clarify feelings, summarize...) **in case scenarios for getting along with others in a variety of contexts** (e.g., while participating in physical activities, discussion groups, project work, job interviews, conversations with adults in home/school/community...).
- S.4.S2.A.5 Apply stress-management strategies** (e.g., mental imagery, relaxation skills, rest habits, focusing...) **and communication skills** (e.g., listen, comfort, seek help...) **for stress reduction for self and/or others in case scenarios related to stressful situations** (e.g., family breakdown, violence...).

Attitude Indicators

- 4.1 Show a positive attitude toward learning, growth, and personal health.
- 4.2 Be sensitive to the needs and abilities of others.
- 4.3 Demonstrate personal responsibility in daily work and play.
- 4.4 Show a willingness to play fairly and work cooperatively/collaboratively with others.
- 4.5 Show a positive attitude toward change.
- 4.6 Enjoy participation and learning.