

## **Component: Personal Dynamics**

## PERSONAL DYNAMICS

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

**Technology, Media and Personal Dynamics**

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

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

**Life Choices and Personal Dynamics**

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

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

## IMPACTS ON PERSONAL DYNAMICS

### Specific Curriculum Outcomes

*Students will be expected to:*

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

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

### Suggestions for Learning and Teaching

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## IMPACTS ON PERSONAL DYNAMICS (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

## PERSONAL DYNAMICS AND YOU

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

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

## Teaching Notes and Resources

## Suggestions for Assessment

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

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

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

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

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

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

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

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

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

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

11. Time is a finite and limited resource.

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

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

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

## Teaching Notes and Resources

## Suggestions for Assessment

*LIFECHOICES: Healthy & Well*, Teacher Resource, #6, p. 33.  
 “Stop Being So Hard on Yourself”, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 12-13.

*LIFECHOICES: Healthy & Well*, Teacher Resource, #8, p. 33.  
 “Self Talk”, *LIFECHOICES: Healthy & Well*, Student Resource, p. 61.

Note: If sleep doesn’t arise as an issue when discussing time management, teachers should make reference to its importance in maintaining health and well-being. See, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 64-65.

5. a) Students could research an example of planning which resulted in: success and survival, and/or disaster and death.

Some examples are: the Hubbard trek in Labrador, Scott’s Artic expedition, the Donner expedition in the United States, the account of living in the early fishing outposts in Newfoundland as recounted in *Random Passage* by Bernice Morgan, the sinking of the Titanic.

b) Students could identify the factors that contributed to the outcome in the example used. Which skills, attitudes, behaviours can be cited as essential to survival in the example used?

6. Students could list some life management strategies and indicate how they can be incorporated into their lives.

7. Students could describe or demonstrate ways to resolve conflict.

8. Students could identify and discuss some of the factors that influence how we use time.

9. Reflection/Self-assessment: Teachers could ask students to review and reflect on the skills they have learned in this component of the course. Students should consider how these skills may be used in class, in school, at home, and in the community.

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

Scenarios:

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

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

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

**Teaching Notes and Resources**

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

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

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

**Suggestions for Assessment**

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

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

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

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

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

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

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

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**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

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

## PERSONAL DYNAMICS AND SOCIETY

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

**Teaching Notes and Resources**

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

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

**Suggestions for Assessment**

1. In an essay, students could discuss the role of paid and unpaid work in society and comment on its impact on personal relationships.
2. Students could develop a plan for a media promotional campaign related to an aspect of personal dynamics. What steps would they follow? What factors are important to recognize in the design and implementation of such a campaign?
3. Students could consider the following case study on credit card use: Sue works part-time and attends college full-time. She has a credit card and uses it frequently. She loves to shop in her spare time. Her limit is \$2000.00. Within three months, she has only \$100.00 remaining and she makes the minimum payment each month.
  - a) Are her credit card privileges being abused? Explain.
  - b) How does this affect her?... her family?
  - c) What can she do to alter her spending habits?

## Technology, Media and Personal Dynamics

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

Critically analyse the media's portrayal of personal dynamics.

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

1. Students could create a collage, a comic strip, or a skit to portray how technological innovations affect aspects of personal dynamics. They should discuss the message or messages sent.
2. Students could search the Internet for sites related to stress management, time management, relationships, and managing money. They should provide a brief description of the site, identify sites they recommend as good sources of information, and indicate why they recommend them.

## LIFE CHOICES AND PERSONAL DYNAMICS

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

**Teaching Notes and Resources****Suggestions for Assessment**

*CHOICES* (occupation exploration program)

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

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

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



## **Component: Personal Dynamics**

## PERSONAL DYNAMICS

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

**Technology, Media and Personal Dynamics**

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

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

**Life Choices and Personal Dynamics**

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

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

## IMPACTS ON PERSONAL DYNAMICS

### Specific Curriculum Outcomes

*Students will be expected to:*

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

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

### Suggestions for Learning and Teaching

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## IMPACTS ON PERSONAL DYNAMICS (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

## PERSONAL DYNAMICS AND YOU

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

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

## Teaching Notes and Resources

## Suggestions for Assessment

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

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

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

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

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

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

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

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

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

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

11. Time is a finite and limited resource.

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

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

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

## Teaching Notes and Resources

## Suggestions for Assessment

*LIFECHOICES: Healthy & Well*, Teacher Resource, #6, p. 33.  
 “Stop Being So Hard on Yourself”, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 12-13.

*LIFECHOICES: Healthy & Well*, Teacher Resource, #8, p. 33.  
 “Self Talk”, *LIFECHOICES: Healthy & Well*, Student Resource, p. 61.

Note: If sleep doesn't arise as an issue when discussing time management, teachers should make reference to its importance in maintaining health and well-being. See, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 64-65.

5. a) Students could research an example of planning which resulted in: success and survival, and/or disaster and death.

Some examples are: the Hubbard trek in Labrador, Scott's Arctic expedition, the Donner expedition in the United States, the account of living in the early fishing outposts in Newfoundland as recounted in *Random Passage* by Bernice Morgan, the sinking of the Titanic.

b) Students could identify the factors that contributed to the outcome in the example used. Which skills, attitudes, behaviours can be cited as essential to survival in the example used?

6. Students could list some life management strategies and indicate how they can be incorporated into their lives.

7. Students could describe or demonstrate ways to resolve conflict.

8. Students could identify and discuss some of the factors that influence how we use time.

9. Reflection/Self-assessment: Teachers could ask students to review and reflect on the skills they have learned in this component of the course. Students should consider how these skills may be used in class, in school, at home, and in the community.

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

Scenarios:

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

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

**Teaching Notes and Resources**

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

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

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

**Suggestions for Assessment**

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

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

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

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

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

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

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

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**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

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

## PERSONAL DYNAMICS AND SOCIETY

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

**Teaching Notes and Resources**

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

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

**Suggestions for Assessment**

1. In an essay, students could discuss the role of paid and unpaid work in society and comment on its impact on personal relationships.
2. Students could develop a plan for a media promotional campaign related to an aspect of personal dynamics. What steps would they follow? What factors are important to recognize in the design and implementation of such a campaign?
3. Students could consider the following case study on credit card use: Sue works part-time and attends college full-time. She has a credit card and uses it frequently. She loves to shop in her spare time. Her limit is \$2000.00. Within three months, she has only \$100.00 remaining and she makes the minimum payment each month.
  - a) Are her credit card privileges being abused? Explain.
  - b) How does this affect her?... her family?
  - c) What can she do to alter her spending habits?

## Technology, Media and Personal Dynamics

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

Critically analyse the media's portrayal of personal dynamics.

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

1. Students could create a collage, a comic strip, or a skit to portray how technological innovations affect aspects of personal dynamics. They should discuss the message or messages sent.
2. Students could search the Internet for sites related to stress management, time management, relationships, and managing money. They should provide a brief description of the site, identify sites they recommend as good sources of information, and indicate why they recommend them.

## LIFE CHOICES AND PERSONAL DYNAMICS

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

**Teaching Notes and Resources****Suggestions for Assessment**

*CHOICES* (occupation exploration program)

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

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

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



## **Component: Personal Dynamics**

## PERSONAL DYNAMICS

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

**Technology, Media and Personal Dynamics**

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

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

**Life Choices and Personal Dynamics**

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

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

## IMPACTS ON PERSONAL DYNAMICS

### Specific Curriculum Outcomes

*Students will be expected to:*

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

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

### Suggestions for Learning and Teaching

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## IMPACTS ON PERSONAL DYNAMICS (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

## PERSONAL DYNAMICS AND YOU

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

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

## Teaching Notes and Resources

## Suggestions for Assessment

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

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

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

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

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

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

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

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

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

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

11. Time is a finite and limited resource.

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

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

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

## Teaching Notes and Resources

## Suggestions for Assessment

*LIFECHOICES: Healthy & Well*, Teacher Resource, #6, p. 33.  
 “Stop Being So Hard on Yourself”, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 12-13.

*LIFECHOICES: Healthy & Well*, Teacher Resource, #8, p. 33.  
 “Self Talk”, *LIFECHOICES: Healthy & Well*, Student Resource, p. 61.

Note: If sleep doesn’t arise as an issue when discussing time management, teachers should make reference to its importance in maintaining health and well-being. See, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 64-65.

5. a) Students could research an example of planning which resulted in: success and survival, and/or disaster and death.

Some examples are: the Hubbard trek in Labrador, Scott’s Arctic expedition, the Donner expedition in the United States, the account of living in the early fishing outposts in Newfoundland as recounted in *Random Passage* by Bernice Morgan, the sinking of the Titanic.

b) Students could identify the factors that contributed to the outcome in the example used. Which skills, attitudes, behaviours can be cited as essential to survival in the example used?

6. Students could list some life management strategies and indicate how they can be incorporated into their lives.

7. Students could describe or demonstrate ways to resolve conflict.

8. Students could identify and discuss some of the factors that influence how we use time.

9. Reflection/Self-assessment: Teachers could ask students to review and reflect on the skills they have learned in this component of the course. Students should consider how these skills may be used in class, in school, at home, and in the community.

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

Scenarios:

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

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

**Teaching Notes and Resources**

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

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

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

**Suggestions for Assessment**

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

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

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

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

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

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

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

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**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

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

## PERSONAL DYNAMICS AND SOCIETY

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

**Teaching Notes and Resources**

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

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

**Suggestions for Assessment**

1. In an essay, students could discuss the role of paid and unpaid work in society and comment on its impact on personal relationships.
2. Students could develop a plan for a media promotional campaign related to an aspect of personal dynamics. What steps would they follow? What factors are important to recognize in the design and implementation of such a campaign?
3. Students could consider the following case study on credit card use: Sue works part-time and attends college full-time. She has a credit card and uses it frequently. She loves to shop in her spare time. Her limit is \$2000.00. Within three months, she has only \$100.00 remaining and she makes the minimum payment each month.
  - a) Are her credit card privileges being abused? Explain.
  - b) How does this affect her?... her family?
  - c) What can she do to alter her spending habits?

## Technology, Media and Personal Dynamics

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

Critically analyse the media's portrayal of personal dynamics.

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

1. Students could create a collage, a comic strip, or a skit to portray how technological innovations affect aspects of personal dynamics. They should discuss the message or messages sent.
2. Students could search the Internet for sites related to stress management, time management, relationships, and managing money. They should provide a brief description of the site, identify sites they recommend as good sources of information, and indicate why they recommend them.

## LIFE CHOICES AND PERSONAL DYNAMICS

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

**Teaching Notes and Resources****Suggestions for Assessment**

*CHOICES* (occupation exploration program)

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

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

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



## **Component: Personal Dynamics**

## PERSONAL DYNAMICS

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

**Technology, Media and Personal Dynamics**

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

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

**Life Choices and Personal Dynamics**

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

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

## IMPACTS ON PERSONAL DYNAMICS

### Specific Curriculum Outcomes

*Students will be expected to:*

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

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

### Suggestions for Learning and Teaching

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## IMPACTS ON PERSONAL DYNAMICS (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

## PERSONAL DYNAMICS AND YOU

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

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

## Teaching Notes and Resources

## Suggestions for Assessment

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

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

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

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

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

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

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

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

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

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

11. Time is a finite and limited resource.

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

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

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

## Teaching Notes and Resources

## Suggestions for Assessment

*LIFECHOICES: Healthy & Well*, Teacher Resource, #6, p. 33.  
 “Stop Being So Hard on Yourself”, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 12-13.

*LIFECHOICES: Healthy & Well*, Teacher Resource, #8, p. 33.  
 “Self Talk”, *LIFECHOICES: Healthy & Well*, Student Resource, p. 61.

Note: If sleep doesn't arise as an issue when discussing time management, teachers should make reference to its importance in maintaining health and well-being. See, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 64-65.

5. a) Students could research an example of planning which resulted in: success and survival, and/or disaster and death.

Some examples are: the Hubbard trek in Labrador, Scott's Arctic expedition, the Donner expedition in the United States, the account of living in the early fishing outposts in Newfoundland as recounted in *Random Passage* by Bernice Morgan, the sinking of the Titanic.

b) Students could identify the factors that contributed to the outcome in the example used. Which skills, attitudes, behaviours can be cited as essential to survival in the example used?

6. Students could list some life management strategies and indicate how they can be incorporated into their lives.

7. Students could describe or demonstrate ways to resolve conflict.

8. Students could identify and discuss some of the factors that influence how we use time.

9. Reflection/Self-assessment: Teachers could ask students to review and reflect on the skills they have learned in this component of the course. Students should consider how these skills may be used in class, in school, at home, and in the community.

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

Scenarios:

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

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

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

**Teaching Notes and Resources**

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

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

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

**Suggestions for Assessment**

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

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

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

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

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

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

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

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**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

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

## PERSONAL DYNAMICS AND SOCIETY

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

**Teaching Notes and Resources**

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

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

**Suggestions for Assessment**

1. In an essay, students could discuss the role of paid and unpaid work in society and comment on its impact on personal relationships.
2. Students could develop a plan for a media promotional campaign related to an aspect of personal dynamics. What steps would they follow? What factors are important to recognize in the design and implementation of such a campaign?
3. Students could consider the following case study on credit card use: Sue works part-time and attends college full-time. She has a credit card and uses it frequently. She loves to shop in her spare time. Her limit is \$2000.00. Within three months, she has only \$100.00 remaining and she makes the minimum payment each month.
  - a) Are her credit card privileges being abused? Explain.
  - b) How does this affect her?... her family?
  - c) What can she do to alter her spending habits?

## Technology, Media and Personal Dynamics

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

Critically analyse the media's portrayal of personal dynamics.

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

1. Students could create a collage, a comic strip, or a skit to portray how technological innovations affect aspects of personal dynamics. They should discuss the message or messages sent.
2. Students could search the Internet for sites related to stress management, time management, relationships, and managing money. They should provide a brief description of the site, identify sites they recommend as good sources of information, and indicate why they recommend them.

## LIFE CHOICES AND PERSONAL DYNAMICS

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

**Teaching Notes and Resources****Suggestions for Assessment**

*CHOICES* (occupation exploration program)

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

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

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



## **Component: Personal Dynamics**

## PERSONAL DYNAMICS

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

**Technology, Media and Personal Dynamics**

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

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

**Life Choices and Personal Dynamics**

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

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

## IMPACTS ON PERSONAL DYNAMICS

### Specific Curriculum Outcomes

*Students will be expected to:*

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

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

### Suggestions for Learning and Teaching

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## IMPACTS ON PERSONAL DYNAMICS (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

## PERSONAL DYNAMICS AND YOU

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

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

## Teaching Notes and Resources

## Suggestions for Assessment

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

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

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

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

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

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

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

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

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

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

11. Time is a finite and limited resource.

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

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

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

## Teaching Notes and Resources

## Suggestions for Assessment

*LIFECHOICES: Healthy & Well*, Teacher Resource, #6, p. 33.  
 “Stop Being So Hard on Yourself”, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 12-13.

*LIFECHOICES: Healthy & Well*, Teacher Resource, #8, p. 33.  
 “Self Talk”, *LIFECHOICES: Healthy & Well*, Student Resource, p. 61.

Note: If sleep doesn’t arise as an issue when discussing time management, teachers should make reference to its importance in maintaining health and well-being. See, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 64-65.

5. a) Students could research an example of planning which resulted in: success and survival, and/or disaster and death.

Some examples are: the Hubbard trek in Labrador, Scott’s Artic expedition, the Donner expedition in the United States, the account of living in the early fishing outposts in Newfoundland as recounted in *Random Passage* by Bernice Morgan, the sinking of the Titanic.

b) Students could identify the factors that contributed to the outcome in the example used. Which skills, attitudes, behaviours can be cited as essential to survival in the example used?

6. Students could list some life management strategies and indicate how they can be incorporated into their lives.

7. Students could describe or demonstrate ways to resolve conflict.

8. Students could identify and discuss some of the factors that influence how we use time.

9. Reflection/Self-assessment: Teachers could ask students to review and reflect on the skills they have learned in this component of the course. Students should consider how these skills may be used in class, in school, at home, and in the community.

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

Scenarios:

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

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

**Teaching Notes and Resources**

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

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

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

**Suggestions for Assessment**

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

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

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

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

## PERSONAL DYNAMICS AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

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

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

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

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

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

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

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**Teaching Notes and Resources****Suggestions for Assessment**

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

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

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

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

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

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

## PERSONAL DYNAMICS AND SOCIETY

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

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

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

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

**Teaching Notes and Resources**

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

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

**Suggestions for Assessment**

1. In an essay, students could discuss the role of paid and unpaid work in society and comment on its impact on personal relationships.
2. Students could develop a plan for a media promotional campaign related to an aspect of personal dynamics. What steps would they follow? What factors are important to recognize in the design and implementation of such a campaign?
3. Students could consider the following case study on credit card use: Sue works part-time and attends college full-time. She has a credit card and uses it frequently. She loves to shop in her spare time. Her limit is \$2000.00. Within three months, she has only \$100.00 remaining and she makes the minimum payment each month.
  - a) Are her credit card privileges being abused? Explain.
  - b) How does this affect her?... her family?
  - c) What can she do to alter her spending habits?

## Technology, Media and Personal Dynamics

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

Critically analyse the media's portrayal of personal dynamics.

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

**Teaching Notes and Resources****Suggestions for Assessment**

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

1. Students could create a collage, a comic strip, or a skit to portray how technological innovations affect aspects of personal dynamics. They should discuss the message or messages sent.
2. Students could search the Internet for sites related to stress management, time management, relationships, and managing money. They should provide a brief description of the site, identify sites they recommend as good sources of information, and indicate why they recommend them.

## LIFE CHOICES AND PERSONAL DYNAMICS

### Specific Curriculum Outcomes

### Suggestions for Learning and Teaching

*Students will be expected to:*

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

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

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

**Teaching Notes and Resources****Suggestions for Assessment**

*CHOICES* (occupation exploration program)

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

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

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

