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## APPENDIX 1

### Groundrules

Setting and maintaining groundrules allows sharing, exploring and learning in an accepting environment. It is important that class members consider and establish groundrules before any discussion of sensitive issues. (See *Handling Sensitive Issues* below.) These groundrules need to be reinforced consistently throughout the year and assimilated onto all learning activities. With groundrules, students know what to expect of the teacher, of themselves, and of each other.

Groundrules usually include:

- no put-downs
- no personal questions
- no question is stupid or silly
- the right to pass
- listening to and hearing others' comments and opinions
- confidentiality (See *Handling Sensitive Issues* below)
- speaking for yourself and others speaking for themselves

The teacher and students should be involved in reinforcing and reviewing groundrules.

### Handling Sensitive Issues

This course requires a supportive, non-judgmental classroom climate because of the many issues of a personal nature that may arise. In establishing such a climate, the element of trust is critical. One of the ways to build trust is to maintain confidentiality. The teacher should discuss the issue of privacy and confidentiality with the class early in the year. Such a climate will help prevent some students from withdrawing into passivity or from expressing defensiveness in inappropriate ways. The confidentiality of students must be protected and no student or teacher should be placed in a position of feeling pressured to give an opinion or express a viewpoint.

Students should be aware that if they divulge information related to physical and/or sexual abuse, the teacher has a legal responsibility to report it in accordance with the Child, Youth, and Family Services Act.

**Reflection and Self-assessment**

In preparation for the design and evaluation of personal action plans, students should be encouraged to record and reflect on events, activities, thoughts, feelings, needs, skills, and ideas related to health issues. For example, in the Active Lifestyle component, teachers could have students:

- Record and reflect on their daily physical activities. Begin by having students write an initial paragraph on:
  - how active they believe they are
  - how much time each week they devote to physical activity
  - the types of activities in which they participate
- Keep a two-week daily log of all movement/physical activities in their lives:
  - walking the dog
  - vacuuming the front room
  - packing wood in the shed
  - troutng
  - playing soccer
  - skating
- Compare and contrast the reality of how active they really are with their initial paragraph. Reflect and write about:
  - their activity level
  - how activity makes them feel (before, during and after)
  - obstacles that get in the way of an active lifestyle
  - impact an active lifestyle has on society (school performance, work performance, rising medical costs, etc.)
  - the environment

The above process can be used in other components of the course and with a variety of topics, eg., using substances, eating, spending money, using time, communicating with parents. Self-reflection is a private activity. It is intended to assist the student in moving toward a personal plan of action.

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## APPENDIX 2

### Role of the Teacher

The teacher plays a critical role in structuring and managing an effective and efficient learning environment. The primary role of the teacher is to guide and facilitate learning and to assist students with the acquisition of the skills and abilities required to demonstrate course outcomes. In contributing to the learning process, the teacher can:

- provide direction and encouragement as students engage in individual and collaborative learning activities;
- help students set limits and establish parameters for individual and class behaviour;
- assist students in the attainment of skills and abilities that enable them to take responsibility for and make reasoned decisions about their own health;
- facilitate increased student awareness of health issues;
- recognize and plan for diversity in student backgrounds, learning styles, personal assets, and abilities;
- act as a mentor and resource person as students make decisions about their own learning and the kinds of activities that will assist them in that process;
- provide opportunities to integrate knowledge, skills, attitudes, and behaviours conducive to health and lifelong learning; and
- record and report on student progress.

### Role of the Student

The student plays a critical role in contributing to an effective and efficient learning environment. The primary role of the student is to take responsibility for learning and to demonstrate achievement of course outcomes. Students can:

- conduct an assets inventory of personal skills and abilities;
- strive to acquire skills and abilities that enable them to take responsibility for and make reasoned decisions about their own health;

- build on knowledge and awareness of health issues;
- engage in learning activities that support personal learning styles and incorporate personal assets and abilities;
- respect and contribute to a learning environment that supports diverse values, beliefs, and opinions;
- engage in individual and collaborative learning activities aimed at achieving course outcomes;
- work with others to establish and employ codes of conduct regarding individual and group behaviours that promote learning;
- respect the set limits and established parameters for individual and class behavior;
- engage in opportunities to integrate knowledge, skills, attitudes, and behaviours conducive to health and lifelong learning;
- take responsibility for directing their own learning, completing tasks, and monitoring progress;
- create personal plans of action and follow through on them; and
- evaluate their progress and develop new strategies and plans for continuous learning and improvement.

## **Appendix 3 - SampleAssessmentTools**



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**Assessing Case Studies, Scenarios and Decisions**

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

Date: \_\_\_\_\_

Brief description of the situation (issue requiring a decision, case study, scenario):

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Is/are the challenge/challenges identified?

 Yes       No

Are alternative courses of action identified?

 Yes       No

Are the consequences of each alternative identified?

 Yes       No

Are the consequences possible, reasonable and realistic?

 Yes       No

Are there reasons to support the course of action/alternative identified as the best solution/course of action?

 Yes       No

Comments:

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### Survey and Interview Checklist

Student or Group:

The following checklist can be used by students or teacher in preparing for and carrying out an interview or a survey.

Preparing for the interview or survey:

- 1. Prepare a list of questions.
- 2. Check or test questions.
- 3. Revise questions.
- 4. Describe purpose of the interview or survey.
- 5. Make arrangement to interview individuals or administer survey.
- 6. Explain to interview or survey respondents how the information collected will be used.

Following the interview or administration of survey:

- 7. Tabulate the data or information.
- 8. Prepare a summary or report, a presentation or display.

NOTES/COMMENTS:

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**Assessing Group Presentations**

Group members: \_\_\_\_\_

Date: \_\_\_\_\_

Topic/Title: \_\_\_\_\_

Group members:	HIGH					LOW
were organized and prepared	5	4	3	2	1	
worked well together as a team	5	4	3	2	1	
demonstrated knowledge of topic	5	4	3	2	1	
used a variety of presentation techniques	5	4	3	2	1	
clearly communicated ideas and concepts	5	4	3	2	1	
provided an opportunity for questions	5	4	3	2	1	
provided opportunities for class involvement	5	4	3	2	1	
adhered to allotted time frame	5	4	3	2	1	

COMMENTS:

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## Appendix 4 - Resources

### Resources

#### Authorized

*LIFECHOICES: Healthy and Well*, Student Resource, Prentice Hall Ginn

*LIFECHOICES: Healthy and Well*, Teacher Resource, Prentice Hall Ginn

*Concepts of Physical Fitness with Laboratories*, Brown and Benchmark Publishers

*Money Smarts Learning Resource*, Women's Policy Office

*Newfoundland Heart Health Leadership Manual* and video, Newfoundland Heart Health Project, Department of Health and Community Services

*Smoking Sucks Ad Campaign Resource*, Alliance for the Control of Tobacco (ACT) and Department of Health and Community Services

### Internet Resources

*Canada's Physical Activity Guide to Healthy Active Living*: [www.paguide.com](http://www.paguide.com)

*Physical Activity Readiness Questionnaire (PAR-Q)*: [www.hc-sc.gc.ca/hppb/paguide/parq.html](http://www.hc-sc.gc.ca/hppb/paguide/parq.html)

Health Canada Online: <http://www.hc-sc.gc.ca> and Health Canada Online: Educator's Page  
<http://www.hc-sc.gc.ca/english/educators.htm>

Oxfam Canada is a non-profit international development organization that supports community programs in food security, health, nutrition and democratic development with an emphasis on working with women:  
[www.oxfam.ca](http://www.oxfam.ca)

Health and Community Services, Government of Newfoundland and Labrador: <http://www.gov.nf.ca/health/>

Canada's Action Plan for Food Security, Agriculture and Agri-Food Canada:  
[www.agr.gc.ca/misb/fsb/fsap/fsape](http://www.agr.gc.ca/misb/fsb/fsap/fsape)

CGIAR (Consultative Group on International Agricultural Research) contributes to food security and poverty eradication in developing countries through research, partnerships, capacity building, and policy support, promoting sustainable agricultural development based on the environmentally sound management of natural resources: [www.cgiar.org/whatis.htm](http://www.cgiar.org/whatis.htm)

Feeding Minds, Fighting Hunger is an international classroom for exploring the problems of hunger, malnutrition and food insecurity: [www.feedingminds.org](http://www.feedingminds.org)

Health and Wellness link, Canadian Living: <http://www.canadianliving.com/health/index.asp>

Dietitians of Canada is the nation-wide voice of dietitians - the most trusted source of information on food and nutrition for Canadians: [www.dietitians.ca](http://www.dietitians.ca)

Alliance for the Control of Tobacco (ACT) and the Teen Tobacco Team: [www.smokingsucks.ca](http://www.smokingsucks.ca)

ACT is a coalition of both government and non-government organizations dedicated to reducing the negative health, economic and environmental effects of tobacco use in Newfoundland and Labrador.

The provincial Teen Tobacco Team (TTT), is a group of young people concerned about teen smoking. The TTT was formed to advise government on the issue of teen smoking, in particular, how to prevent teens from starting and how to help others quit. The team consists of ten teens from around the province including non-smokers and former smokers, junior and senior high students. The TTT provides a teen perspective on the issue of youth smoking. It will be their voices, the voices of youth, that will make a difference. Email: [teentobaccoteam@mail.gov.nf.ca](mailto:teentobaccoteam@mail.gov.nf.ca)

British Columbia Ministry of Health: [www.tobaccofacts.org](http://www.tobaccofacts.org)

Get Outraged, Massachuset Department of Public Health, provides information about the tobacco industry and how they intentionally target youth: <http://www.getoutraged.com/>

The Whole Truth is the web site for the Florida SWAT (Students Working Against Tobacco): [www.wholetruth.com](http://www.wholetruth.com) (Florida)

Tobacco Free Kids is a US national organization dedicated to fighting against tobacco: <http://www.tobaccofreekids.org/>

Canadian Council for Tobacco Control is committed to ensuring the timely and practical transfer of critical knowledge and skill development for effective local, provincial, and national action on tobacco issues: <http://www.cctc.ca/>

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Resources for Prevention of Substance Misuse is the provincial prevention resource centre which supports organizations and individuals in British Columbia involved in the prevention of substance misuse: [www.preventionsource.bc.ca/](http://www.preventionsource.bc.ca/)

Canadian Tobacco Use Monitoring Survey (CTUMS): [www.hc-sc.gc.ca/hppb/tobacco/ctums/](http://www.hc-sc.gc.ca/hppb/tobacco/ctums/)

Newfoundland & Labrador Cancer Society is an organization dedicated to the fight against cancer: [www.nfandlab.cancer.ca](http://www.nfandlab.cancer.ca)

Newfoundland & Labrador Lung Association has information and resources related to tobacco use: quitline: 1-800-363-LUNG; [www.nf.lung.ca](http://www.nf.lung.ca)

MADD (Mothers Against Drunk Driving) is a non-profit grass roots organization with more than 600 chapters. Their focus is to look for effective solutions to drunk driving and underage drinking problems: [www.madd.org](http://www.madd.org)

SADD (Students Against Drunk Driving) is a peer leadership organization dedicated to preventing underage drinking and drug use by focusing attention on the potentially life threatening consequences of destructive decisions involving issues such as not wearing a safety belt, smoking, steroid use, violence, sexually transmitted diseases and suicide: [www.saddonline.com](http://www.saddonline.com)

The Youth Employment Strategy, Youth Initiatives Directorate is responsible for the development of initiatives to assist youth in making successful transitions to the labour market: <http://youth.hrdc-drhc.gc.ca/common/home.shtml>

### **Other Resources:**

Kick the Nic, a stop smoking program specifically designed for teens, is offered FREE to students through schools and community groups throughout the province. The program, created by the British Columbia Ministry of Health, is designed to assist health care and education professionals offer group smoking cessation programs to young people who want to quit the nicotine habit. To offer a program in your school, please contact the Health Educator in your Region or the Department of Health and Community Services at 1-888-330-8336.

“Drawing the Line: A Resource for the Prevention of Problem Gambling, Volume II Senior High”, Problem Gambling Services, Drug Dependency, Nova Scotia Department of Education and Culture.

“Choices and Decisions: taking charge of your financial life”, Teacher’s Guide, Student Materials and interactive CD-ROM, VISA Canada, available from CIRA/ACLI (Canadian Intramural Recreation Association/Association Canadienne Loisirs Intramuros).

## Appendix 5 - Physical Education Key Stage Curriculum Outcomes

### Key Stage Curriculum Outcomes

#### ***In Movement***

##### **General Curriculum**

**Outcome 1.** *Students will perform efficient, creative and expressive movement patterns consistent with an active living lifestyle.*

*By the end of grade 12, students will be expected to:*

1. Refine body mechanics in a wide variety of movement activities.
2. Apply principles of body mechanics to improve movement in all activity dimensions.
3. Participate in personally developed activity programs.
4. Participate in student-led activity programs.
5. Participate in a variety of personally developed fitness activities.
6. Use appropriate strategies in game situations.
7. Demonstrate a commitment to personal wellness.
8. Refine movement skills and concepts in a variety of alternative environments.

#### ***About Movement***

##### **General Curriculum**

**Outcome 2.** *Students will demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement.*

1. Pose and solve movement problems individually.
2. Pose and solve movement problems cooperatively.
3. Devise appropriate strategies in game situations.
4. Demonstrate proper health and lifestyle practices.
5. Demonstrate conflict management skills.
6. Identify qualities required to pursue careers in physical education and recreation.

##### **General Curriculum**

**Outcome 3.** *Students will assess attitudes and behaviours during activity in relation to self, the class, the school and the community.*

1. Evaluate personal responses and behavior in cooperative groups.
2. Analyse the relationship between wellness and the quality of life.
3. Analyse the degree of participation in socially responsive activity programs within their community.
4. Evaluate the human impact on the environment as it relates to wellness.
5. Analyse their degree of understanding of individual and group differences.
6. Assess how participation in physical activity can lead to multi-cultural understanding.

## Key Stage Curriculum Outcomes

### **Through Movement**

#### **General Curriculum**

**Outcome 4.** *Students will demonstrate socially responsive behaviour within the school and community.*

*By the end of grade 12, students will be expected to:*

1. Model socially responsive behaviour within the school and community.
2. Participate in socially responsive activity programs within the school and community.
3. Initiate socially responsive activity programs within the school and community.

#### **General Curriculum**

**Outcome 5.** *Students will exhibit personal responsibility for the social, physical and natural environment during physical activity.*

1. Demonstrate understanding of the sociological, economic and environmental impact of physical activity on wellness trends.
2. Apply principles of safety and survival to a variety of activity environments.
3. Identify and follow appropriate etiquette, rules and principles of fair play.

#### **General Curriculum**

**Outcome 6.** *Students will exhibit personal development, such as a positive self-esteem, self-responsibility, leadership, decision making, co-operation, self-reflection, and empowerment during physical activity.*

1. Reflect critically on their behaviors.
2. Refine leadership and co-operative skills.
3. Demonstrate socially and emotionally mature attitudes and behaviors.
4. Demonstrate positive social interaction.
5. Demonstrate nurturing behaviors such as support, encouragement and praise.
6. Plan, organize and implement cooperatively developed activity programs.
7. Demonstrate the ability to set meaningful personal goals.

## Appendix 6 - Family Studies General Curriculum Outcomes (GCOs) and Key Stage Curriculum Outcomes (KSCO)

### **Human Development**

### **Key Stage Curriculum Outcomes**

#### **Knowledge and Understandings**

*By the end of grade 12, students will be expected to:*

#### **General Curriculum**

**Outcome 1.** *Students will demonstrate an understanding of issues and challenges which impact the family.*

1. Demonstrate an understanding of the reciprocal relationships between family and society.
2. Demonstrate an understanding of what contributes to the development and quality of life of individuals and family members.
3. Demonstrate an understanding of how needs, values, and beliefs influence individuals and family members.
4. Demonstrate an understanding of factors that affect personal relationships.
5. Demonstrate an awareness of how personal characteristics and interpersonal skills contribute to personal development and sustainable relationships.
6. Demonstrate an understanding of human development at various stages of the life cycle.
7. Demonstrate an understanding of issues and challenges to individuals and families as they relate to human development and relationships at various stages of the life cycle.
8. Demonstrate an understanding of parenting issues and their impact on individuals and families.
9. Demonstrate an awareness of personal development as it relates to peers, family, careers, workplace and community.
10. Demonstrate an awareness of career choices and opportunities in the area of relationships and human development.

#### **Skills and Abilities**

#### **General Curriculum**

**Outcome 2.** *Students will demonstrate the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.*

1. Demonstrate a range of skills to facilitate personal and interpersonal development and the development of individual and family members in society.
2. Propose strategies for solving perennial and practical challenges related to individual and family development at various stages of the lifecycle.
3. Propose guidelines and strategies to enhance personal and family relationships and quality of life.
4. Demonstrate parenting skills for the various stages of child development.
5. Devise resource management strategies to create harmony and balance in the family.

## **Human Development**

### **Attitudes and Behaviours**

**General Curriculum Outcome 3.** *Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.*

## **Key Stage Curriculum Outcomes**

*By the end of grade 12, students will be expected to:*

1. Evaluate their knowledge, attitudes and capabilities related to personal and family development at various stages of the life cycle.
2. Monitor their progress related to personal and family development.
3. Set personal learning goals related to personal and family development.

## **Financial Management**

### **Knowledge and Understandings:**

**General Curriculum Outcome 1.** *Students will demonstrate an understanding of issues and challenges which impact the family.*

1. Demonstrate an understanding of the effects of values and beliefs on attitudes toward money and the use of money.
2. Demonstrate an understanding of the role of finances and their management in meeting needs and goals.
3. Demonstrate an understanding of how money as a resource impacts individuals and families.
4. Demonstrate an understanding of basic principles of money management.
5. Demonstrate an understanding of how the principles of consumerism impact individuals and families.
6. Demonstrate an understanding of strategies for financing goals and dreams.
7. Demonstrate an awareness of career choices and opportunities in the area of financial management.

### **Skills and Abilities**

**General Curriculum Outcome 2.** *Students will demonstrate the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.*

1. Apply basic principles of consumerism to meet identified needs of individuals and families.
2. Apply principles of money management to enhance financial decision making.
3. Propose and outline strategies for financing goals and aspirations.
4. Prepare a plan to meet specific financial goals.

## Financial Management

### Attitudes and Behaviours:

#### General Curriculum

**Outcome 3.** *Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.*

## Key Stage Curriculum Outcomes

*By the end of grade 12, students will be expected to:*

1. Evaluate their knowledge, attitudes and capabilities related to personal and family financial management.
2. Monitor their progress related to personal and family financial management.
3. Set personal learning goals related to personal and family financial management.

## Foods and Nutrition

### Knowledge and Understandings

#### General Curriculum

**Outcome 1.** *Students will demonstrate an understanding of issues and challenges which impact the family.*

1. Demonstrate an understanding of how personal and social needs, values, and beliefs influence food choices.
2. Demonstrate an understanding of nutritional needs/requirements of family members at the various stages of development.
3. Demonstrate an understanding of how food choices and eating habits impact health and well-being.
4. Demonstrate an appreciation of the aesthetic and social aspects of food.
5. Demonstrate an understanding of the production and technological advances in food and nutritional products and their impact on individuals and families.
6. Demonstrate an understanding of issues and challenges related to food security.
7. Demonstrate an awareness of consumer rights and responsibilities in relation to selecting and purchasing food and nutritional products.
8. Demonstrate an awareness of career choices and opportunities in the food industry.
9. Demonstrate an understanding of various aspects of food production and food service.

## **Foods and Nutrition**

### **Skills and Abilities**

#### **General Curriculum**

**Outcome 2.** *Students will demonstrate the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.*

## **Key Stage Curriculum Outcomes**

*By the end of grade 12, students will be expected to:*

1. Propose solutions to a range of problems and challenges related to foods and nutrition.
2. Apply basic safety and sanitation practices to food storage, preparation and service.
3. Make proficient use of a range of techniques to prepare and serve nutritious and aesthetically appealing food.
4. Propose strategies and solutions to address challenges of local and global food security.
5. Apply basic principles of consumerism to the purchase of food and nutrition products.
6. Manage and use resources effectively, efficiently and safely to satisfy personal and family needs, values and beliefs in relation to foods and nutrition.

### **Skills and Abilities**

#### **General Curriculum**

**Outcome 3.** *Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.*

1. Evaluate their knowledge, attitudes and capabilities related to foods and nutrition and the effect these have on individual and family development.
2. Evaluate their skill development related to food production, resource management, and the ability to work cooperatively.
3. Identify and assess goals related to foods and nutrition.

## Appendix 7 - Health Outcomes: Key Stage (P, E, I and SH)

### Key Stage Curriculum Outcomes

#### **Emotional Well-Being**

*By the end of grade 12, students will be expected to:*

##### **General Curriculum**

**Outcome 1.** *Students will apply knowledge and practise skills which foster emotional well-being.*

1. Demonstrate an understanding of the factors which influence and affect self-concept.
2. Demonstrate the ability to make decisions and apply skills which reduce stress and positively affect emotional health.

#### **Nutrition**

##### **General Curriculum**

**Outcome 2.** *Students will demonstrate an ability to apply nutritional knowledge and decision-making skills to personal eating habits and food choices.*

1. Demonstrate an understanding of the impact of eating practices on physical, emotional and spiritual health and well-being.
2. Demonstrate an understanding of personal and societal beliefs, values and actions related to food and eating practices.
3. Demonstrate the ability to create, act upon, evaluate and revise a personal action plan for healthy eating.

#### **Active Living**

##### **General Curriculum**

**Outcome 3.** *Students, through active involvement, develop attitudes, skills and behaviours which contribute to active healthy lifestyles.*

1. Demonstrate an understanding of the impact of physical activity on physical, emotional and spiritual health and well-being.
2. Demonstrate the ability to create, act upon, evaluate and revise a personal action plan for active living.
3. Demonstrate an understanding of personal and societal beliefs, values and actions related to physical activity.

#### **Physical Growth and Development, Human Sexuality, and Relationships**

##### **General Curriculum**

**Outcome 4.** *Students demonstrate skills and behaviours which contribute to physical, emotional, and social growth and development.*

1. Demonstrate an understanding of the impact of personal and group relationships on physical, emotional and spiritual health and well-being.
2. Demonstrate the ability to create, act upon, evaluate and revise a personal action plan for healthy relationships.
3. Demonstrate an understanding of individual and societal beliefs, values and actions related to personal relationships.

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## Key Stage Curriculum Outcomes

### **Smoking, Alcohol and Other Drugs**

*By the end of grade 12, students will be expected to:*

**General Curriculum Outcome 5.** *Students understand the potential effects of substance use and the importance of being able to make decisions regarding what constitutes appropriate and inappropriate use of substances.*

1. Demonstrate an understanding of the impact of substance use on physical, emotional and spiritual health and well-being.
2. Demonstrate the ability to create, act upon, evaluate and revise a personal action plan for substance reduction.
3. Demonstrate an understanding of personal and societal beliefs, values and actions related to use of substances.

### **Environmental Health and Safety**

**General Curriculum Outcome 6.** *Students demonstrate skills and behaviours which enhance personal safety, the safety of others, and the protection of the environment.*

1. Demonstrate an understanding of the impact of individual and group.

### **Dental Health**

**General Curriculum Outcome 7.** *Students demonstrate knowledge, skills, and behaviours which contribute to achieving and maintaining dental health.*

Not applicable to high school.

### **Self Care**

**General Curriculum Outcome 8.** *Students demonstrate knowledge, skills, and behaviours which contribute to prevention of and control of conditions which affect optimum levels of wellness.*

1. Demonstrate the ability to apply knowledge and skills related to care of the body and prevention of disease.

## Key Stage Curriculum Outcomes

### **Consumer Health**

*By the end of grade 12, students will be expected to:*

#### **General Curriculum**

**Outcome 9.** *Students demonstrate knowledge, skills, and behaviours which contribute to reasoned decision making with respect to health-related products and services.*

1. Demonstrate the ability to critically analyse the impact of media and media images on individual lifestyle and lifestyle choices.
2. Demonstrate an understanding of the contribution of technology to a healthy lifestyle.
3. Demonstrate the ability to evaluate a range of services which contribute to healthy living.

