

## SECTION II: CURRICULUM DESIGN AND COMPONENTS

### Course Components

The four components of the course are:

- *Active Lifestyles*
- *Healthy Eating*
- *Controlling Substances*
- *Personal Dynamics*

Each component is divided into sections that focus on the following:

- impacts on general health and well-being
- relationship to the individual
- relationship to society
- influence of technology and the media
- career choices

Each component is organized so that students will have opportunities to:

- explore concepts
- identify factors affecting health
- explore and engage in a variety of activities
- analyse and evaluate products, programs, activities, and services
- determine individual skills and abilities
- determine factors that influence and effect behaviour change
- identify desired changes and required skills
- design a strategy to effect change
- evaluate and revise plans on an on-going basis
- continuously assess the issues and evaluate personal action plans
- develop a Personal Strategic Health Plan

**Key Concepts, Skills and Abilities**

*Healthy Living 1200* focuses on a set of key concepts, skills, and abilities that are central to healthy growth and development. The intent is to assist young people in understanding these concepts, assessing their skills and abilities, and building on those that contribute to and support healthy behaviors, self-sustainability, and lifelong learning.

*Health Maintenance and Health Enhancement*

Health is necessary for growth, development, and learning. Healthy individuals are ready to learn and, in turn, are ready to contribute to the home, school, and community. Young people need opportunities to acquire knowledge, attitudes, values, beliefs and skills in order to develop health-enhancing practices.

*Media and Technology*

This course explores the role of the media and technology in contributing to, and detracting from, healthy living. In addition, the course encourages the application of media and technology in contributing to and furthering student learning.

*Research*

Sources of information include: school resource centres, the internet, newspapers, televisions, magazines, friends, family, professionals, community members, including groups and organizations.

Methods of gathering information can include: in-depth reviews of health issues; interviews carried out by students on a range of issues; self-administered questionnaires and surveys; literature searches.

*Personal Assessment (CLASS)*

It is useful for students to complete a baseline inventory in order to determine personal challenges, limitations, assets, strengths, and skills (CLASS). This CLASS analysis is part of the process of determining where they are with respect to issues or topics that affect health and well-being. It enables them to get a clear picture of themselves in relation to issues addressed in the course, and is the first step in identifying the skills and abilities that students wish to gain or improve upon throughout the course. This personal assessment or CLASS analysis is the basis for developing personal action plans and for evaluating progress. Time must be allowed at the outset to engage in this self-analysis. It is confidential and contains personal information and students should not be pressed to share (See Appendix 3, p. 102).

*Movement*

Movement opportunities can be incorporated into each component of the course or can be regularly scheduled in the time table. Attention should be given to student ability to integrate physical activity, an important contributor to well-being, into their daily routine. (See *Incorporating Movement*, p. 5.) Exposing students to opportunities to engage in a wide range of physical activities increases the likelihood of identifying those that match their physical, emotional, social, intellectual, and spiritual characteristics and needs.

*Critical Thinking, Problem Solving and Decision Making*

Students should be engaged in the assessment, promotion, and enhancement of their health and well-being. This requires critical and reasoned thought regarding health issues that impact their lives. An integral part of a learning process intended to lead to behavioural change, is the ability to solve problems: to generate reasonable approaches and strategies to eliminate or lessen problematic situations or circumstances. The result should be evidence-based decision making and its application to personal health maintenance and enhancement.

*Goal Setting and Action Planning*

A discussion of goal setting helps students realize the importance of setting goals that are realistic and attainable. The action plan for each component of the course is based on personal goals. It provides the opportunity for students to take stock of their current situation, make plans for the acquisition of new skills and the refinement of existing skills. Implementation of the action plan, its evaluation and follow-up, is a preamble to proposing and developing a personal strategic health plan that encompasses the four components of the course.

*Harm Reduction: Risk-Taking and Resilience*

Young people, as they move from childhood to emerging adulthood, need skills that reduce unnecessary risk and the potential of being harmed. In earlier developmental years, they were heavily sheltered by the adult population with respect to safety and protection from harm. In the natural course of growth and development, young people become more autonomous and self-sufficient. They move to a position of being able to take responsibility and action in the interest of their own safety. Skills critical to the maintenance of health and safety include:

- the ability to reduce unnecessary risk and the potential of being harmed by assessing the things they do;
- rating the degree of risk involved; and
- acting in a manner congruent with maintaining and enhancing health and well-being.

Throughout the course, students should be provided with opportunities to review and assess personal practices with respect to their risk potential. This kind of analysis is critical to the development of a personal plan of action and ultimately to healthy adulthood.

### *Personal and Social Skills*

Personal and social skills include basic communication skills, stress management, as well as abilities to engage in strategies for negotiation and the resolution of disputes. Decision making and goal setting are included in this set of skills. This course promotes the acquisition and use of personal and social skills in the learning environment and, ultimately, throughout life. Social competence is necessary in successful interpersonal relationships at home, in the community and at work. Basic skills include being able to:

- express thoughts and opinions without detracting from the rights and feelings of others;
- refuse or say ‘no’ in a way that does not compromise relationships or place one at risk;
- cope with stressful situations;
- identify and work towards short- and long-term goals;
- come to consensus or reach reasonable compromise, and
- resolve disputes while leaving self-worth, and that of others, intact.

### *Lifelong Learning*

*Healthy Living 1200* is intended to help students acquire health-enhancing skills and abilities that can be applied throughout their lifetime. Health and well-being, in turn, contributes to one’s ability to engage in lifelong learning.

### **Essential Graduation Learnings**

Essential Graduation Learnings (EGLs) are statements that describe the knowledge, skills and attitudes expected of all students who graduate from high school. They describe expectations not in terms of individual school subjects, but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across and through subject boundaries if they are to meet the changing and ongoing demands of life, work and lifelong learning. The Essential Graduation Learnings serve as the framework for the curriculum development process.

*The Essential Graduation Learnings are:*

*Aesthetic Expression*

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

*Citizenship*

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

*Communication*

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

*Personal Development*

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

*Problem Solving*

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

*Technological Competence*

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

*Spiritual and Moral Development*

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

**General Curriculum Outcomes**

General Curriculum Outcomes (GCOs), general statements that describe the contribution of a subject area to the Essential Graduation Learnings, describe what students are expected to know, value and be able to do as a result of study in a subject area. Healthy Living 1200 links primarily to GCOs in three subject areas: Physical Education, Family Studies, and Health.

*General Curriculum Outcomes  
for Physical Education*

Students will:

*INMOVEMENT*

1. Perform efficient, creative and expressive movement patterns consistent with an active lifestyle.

*ABOUT MOVEMENT*

2. Demonstrate critical and creative thinking skills in problem posing and problem solving related to movement.
3. Assess attitudes and behaviours during activity in relation to self, the class, the school and the community.

*THROUGH MOVEMENT*

4. Demonstrate socially responsive behaviour within the school and community.
5. Exhibit personal responsibility for the social, physical and natural environment during physical activity.
6. Exhibit personal development, such as positive self-esteem, self-responsibility, decision making, cooperation, self-reflection, and empowerment during physical activity.

*General Curriculum Outcomes  
for Home Economics/Family  
Studies*

Students will:

*KNOWLEDGE AND UNDERSTANDINGS*

1. Demonstrate an understanding of issues and challenges which impact the family.

*SKILLS AND ABILITIES*

2. Demonstrate the capability/ability to use skills, resources, and processes; and to create conditions and take actions that support individuals and the family.

*ATTITUDES AND BEHAVIOURS*

3. Be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new learning goals as an individual and as a family member.

*General Curriculum Outcomes  
for Health*

Students will:

*EMOTIONAL WELL-BEING*

1. Apply knowledge and practise skills which foster emotional well-being.

*NUTRITION*

2. Demonstrate an ability to apply nutritional knowledge and decision-making skills to personal eating habits and food choices.

*ACTIVE LIVING*

3. Through active involvement, develop attitudes, skills and behaviours which contribute to active healthy lifestyles.

*PHYSICAL GROWTH AND DEVELOPMENT, HUMAN  
SEXUALITY AND RELATIONSHIPS*

4. Demonstrate skills and behaviours which contribute to physical, emotional, and social growth and development.

*SMOKING, ALCOHOL AND OTHER DRUGS*

5. 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.

*ENVIRONMENTAL HEALTH AND SAFETY*

6. Demonstrate skills and behaviours which enhance personal safety, the safety of others, and the protection of the environment.

*DENTAL HEALTH*

7. Demonstrate knowledge, skills and behaviours which contribute to achieving and maintaining dental health.

*SELF CARE*

8. Demonstrate knowledge, skills, and behaviours that contribute to prevention and control of conditions which affect optimum levels of wellness.

CONSUMER HEALTH

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

**Key Stage Curriculum Outcomes**

The Key Stage Curriculum Outcomes (KSCOs) identify what students are expected to know and be able to do at the end of high school. See appendices 5, 6 and 7 for the KSCOs for Physical Education, Family Studies and Health.

**Specific Curriculum Outcomes**

The Specific Curriculum Outcomes (SCOs) are statements that describe what students will know, value and be able to do as a result of study in *Healthy Living 1200*. The SCOs for each of the components of the course link to General Curriculum Outcomes for Physical Education, Home Economics/Family Studies, and Health which, in turn, link to the Essential Graduation Learnings. The Specific Curriculum Outcomes are listed and addressed in each of the components for the course: *Active Lifestyles, Healthy Eating, Controlling Substances, and Personal Dynamics*.

**Program Design**

