

Course Profile

Healthy Active Living

Grade 9

Open

• *for teachers by teachers*

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UNIT # 1

Unit #1: Active Participation and Physical Fitness
Time: 26 Hours

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Unit Description

Students will develop a positive self-concept through active participation, which will assist each student in assessing and realizing his/her God given potential: **"You are the light of the world"** (Matt 5:14). Students will assess their personal physical fitness levels through activities that emphasize the health-related components of fitness (cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition). Students will design a personal fitness program intended to address self-identified goals in order to improve their personal fitness level. Students will actively and safely participate in a variety of leisure and fitness activities designed to attain a balanced and healthy lifestyle now and in the future.

Ontario Catholic School Graduate Expectations: CGE 1i, 3e, 4e, 4g, 4h, 5c, 5f, 5g.
Strand(s): Active Living, Physical Activity, Living Skills, Healthy Living
Overall Expectations: PAV.01X, PAV.02X, ALV.01X, ALV.02X, ALV.03X, HLV.04X, LSV.01X, LSV.03X
Specific Expectations: PA2.02X, PA2.04X, AL1.02R, AL1.03X, AL2.01X, AL2.02X, AL2.03X, AL2.04X, AL2.05X, AL3.01X, AL3.02X, AL3.03X, AL3.04X, HL4.06X, LS1.01X, LS1.02X, LS1.04X

Activity Titles (Time + Sequence)

Activity 1	Active Participation in Group Activities	150 - 200 min
Activity 2	Healthy Active Living as a Concept	80 - 120 min
Activity 3	Physical Fitness Assessment/Appraisals	150 - 200 min
Activity 4	Goal Setting/Action Plan	80 - 100 min
Activity 5	Designing a Personal Fitness Program	60 - 80 min
Activity 6	Participation in Physical Fitness Activities	600 - 800 min
Activity 7	Final Physical Fitness Assessment	150 - 200 min

Unit Planning Notes

In order to help students develop positive self concepts, teachers will accept students for whom they are in order to help them achieve their God given potential.

- As physical fitness is an integral part of daily living, this unit should be interspersed throughout the entire course (e.g., Substance Use and Abuse are delivered Monday, Wednesday and Friday and physical fitness activities delivered Tuesday and Thursday).
- Due to varying environmental conditions, school schedules, facility and community resource availability, programming of this unit will vary.
- Make a tentative allocation of time for the entire unit.
- Arrange to have a variety of physical fitness resources available.
- The Personal Fitness Program and Assessment should be introduced to the students toward the beginning of this unit.

Equipment needed for this Unit

- grip dynamometers
- stop watch
- pencils
- measuring tapes
- task cards
- metre sticks
- scale

Prior Knowledge Required

The knowledge and skills necessary to successfully achieve the expectations of this unit include:

- participate actively in physical fitness activities
- awareness of the importance of time lines
- cooperative learning skills
- work productively with others
- peer/self assessment
- communication skills (e.g., brainstorming, obtaining information, note-making)
- computer skills

Teaching/Learning Strategies

A variety of teaching/learning strategies are used in this unit including:

- brainstorming
- practice (active participation in fitness activities)
- self-reflection
- task cards
- think/pair/share
- work sheets
- note making
- cooperative learning
- conferencing
- direct instruction
- journal logs

Assessment/Evaluation

Teachers assess and evaluate student progress continually using appropriate resources and strategies to facilitate and improve each student's learning. These different strategies will provide the opportunities to allow the students to demonstrate the full range of their learning. It is essential that all students have a clear understanding of the course expectations and specific achievement levels. It is important for teachers to be aware of the prior knowledge and skills students bring with them to the course.

The following chart identifies a list of suggested assessment tools that the teacher could use for this unit.

Tool	Type	Who	Activity
observation	formative	teacher	Activity 1, 2, 4
participation rubric	formative/summative	teacher/self	Activity 1, 2, 3, 6
worksheets	formative/summative	teacher/self	Activity 2, 3, 5, 7
fitness appraisals	diagnostic/formative/summative	teacher/self	Activity 3, 7
action plan and journal/log	formative/summative	teacher/self	Activity 4, 5
personal fitness assessment	summative	teacher/self	Activity 3, 5, 7
conferencing	formative	teacher/peer	Activity 3, 4, 5

Accommodations

To make accommodations most successful, the following suggestions should be considered by the teacher:

1. Teachers should adapt the circuit to address the needs of individual students.
2. Pair or group students to assist with the note-making task.
2. Students should be afforded the opportunity to lead a fitness activity for other students, either within the high school or as a cooperative activity at the elementary level.
4. Teachers should recognize that there are other opportunities for those with different learning styles to express their learning and skill abilities.
5. Teachers should be aware of safety concerns regarding the student with special needs.
6. Teachers should plan to make effective use of Instructional Assistants assigned to students.

Resources

1. Lifetime Fitness, Johnson Publications, 1993.
3. Moving to Inclusion: Active Living Through Physical Education: Maximizing Opportunities for Students with a Disability, Active Living Alliance for Canadians with a Disability (Canada)
3. The Canadian Physical Activity, Fitness & Lifestyle Appraisal, Health Canada, 1996.
4. Charles S. Williams, et. al., Personal Fitness: Looking Good Feeling Good, Maxwell MacMillan Canada, 1994.
5. FitStat computer software, FitStat Data management Systems Inc., Aurora, 1995.
6. Costill, David and Wilmore, Jack. Physiology of Sport and Exercise, Human Kinetics Publishers.
7. Zakrajsek, D., et. Quality Lesson Plans for Secondary Physical Education, Human Kinetics, 1994.

Websites:

1. Eastnet Schools (<http://schools.eastnet.ecu.edu/pitt/ayden>).
2. Physical Education Central (www.pecentral.vt.edu).

Activity #1: Active Participation in Group Activities

Time: 150 - 200 minutes

Description

In this activity students will actively and safely participate in a supportive, fun, and challenging setting to experience various types of activities that promote participation, responsible behaviour, and effective group work skills. The students will focus on fair play, cooperation, encouraging others, social skills, active listening, following rules and procedures and the proper uses of equipment.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*

An effective communicator who:

2a. listens actively and critically to understand and learn in light of gospel values.

A self-directed, responsible, life long learner who:

4h. participates in leisure and fitness activities for a balanced and healthy lifestyle.

Strands: Active Living, Living Skills

Overall Expectations: *At the end of grade 9, students will:*

ALV.01X participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;

ALV.03X demonstrate safe practices regarding the safety of themselves and others;

LSV.03X use appropriate social skills when working collaboratively with others.

Specific Expectations: *Students will:*

AL1.01X participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small and large group, outdoor, and aquatic activities);

AL1.02R demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, playing fair (in physical activity settings);

AL3.01X apply guidelines and procedures related to safe participation in physical activity (e.g., using equipment correctly, wearing appropriate attire, using appropriate facilities, meeting expectations regarding supervision, using proper posture to minimize injury);

LS3.01R contribute to the success of the group verbally and non-verbally (e.g. by completing a fair share of the group task, acknowledging others' contribution to the task).

Planning Notes

- Teachers will develop a repertoire of low organizational, initiative, co-operative and adventure games that will have all students vigorously participating throughout this activity.
- Teachers will review safety guidelines, responsible behaviour, rules and procedures related to the activities.
- Teachers will incorporate activities suitable to a variety of facilities and weather conditions.
- Establish groups that include diverse membership (e.g., special needs, cultural backgrounds, skill levels).

Prior Knowledge Required

- cooperative learning skills
- safe practices
- communication skills
- active listening skills

Teaching/Learning Strategies

1. Outline the safety concerns, routines, procedures (e.g., attendance, punctuality, appropriate dress) of the physically active classroom and stress the importance of following instructions, working cooperatively and playing fair.
2. Provide appropriate equipment for the students to be physically active prior to the beginning of class.
3. Provide warm-ups that promote health-related fitness (cardiovascular endurance, muscular strength, muscular endurance, and flexibility) and group interaction.
4. Introduce the idea that every physical fitness workout should contain three components; 1) warm-up, 2) conditioning and 3) cool down. These components will be part of the physical fitness activities learned throughout the course.
5. Students will vigorously participate in low organizational, cooperative, initiative and adventure games (e.g., individual, partner, small group, large group) that will help them identify the key components of participation.
6. Work with students to develop a clear picture of good participation and to create a rubric to assess participation throughout the unit. Some categories to assess participation may include the following list. Teachers may incorporate some or all of the categories in the development of this rubric (Appendix 1a outlines a Participation Rubric that may be adopted for classroom use).
 - readiness to participate
 - physical participation
 - initiative
 - effort
 - motivating factors
 - enjoyment
 - social interaction/social skills
 - challenge
 - respect for self and others
 - safety

Assessment/Evaluation

1. A formative assessment using observation and rubric to assess participation.

Resources

1. Glover, D. and Midura, D., Team Building Through Physical Challenges. Human Kinetics, 1992.
2. Glover, D. and Midura, D., More Team Building Challenges. Human Kinetics, 1995.
3. Huggins, P., Teaching Cooperation Skills. Sorpris West, 1990-94.
4. Kasser, S., Inclusive Games, Human Kinetics, 1995.
5. New Games, New Games Foundation.
6. More New Games, New Games Foundation.
7. Parker, G. and Knopp, R., 50 Activities for Team Building, Volume I, Human Resource Development Press, 1992.
8. Rohnke, K., Cowtails and Cobras, Project Adventure Inc., 1989.
9. Rohnke, K., Silver Bullets, Project Adventure Inc.
10. Zany Activities with Panty Hose, Boxer Shorts and Leotards. CIRA, 1997.
11. Zany Activities with A Rubber Chicken. CIRA, 1997.

Websites

1. Eastnet Schools (<http://schools.eastnet.ecu.edu/pitt/ayden>)
2. Physical Education Central (www.pecentral.vt.edu)

Accommodations

1. Teachers should ensure that groups are heterogeneous in nature (teacher directed when necessary).
2. Demonstrate games where necessary.
3. Teachers may need to adapt equipment and/or games to various needs of students.
4. Implement strategies recommended in student's IEP.

Activity #2: Healthy Active Living As A Concept

Time: 80 - 100 minutes

Description

Students gain an understanding of the importance of quality daily physical activity as part of a holistic approach to life by integrating learning from various sport experiences. Through teacher directed discussion students will identify the benefits of exercise, and healthy lifestyle habits. Class discussion will focus on physical fitness and its connection to lifestyle and longevity. Students will also be introduced to the concepts of health-related fitness and skills-related fitness.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*

A reflective and creative thinker who:

3c. thinks reflectively and creatively to evaluate situations and solve problems.

A self-directed, responsible, life long learner who:

4a. demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

Strands: Physical Activity

Overall Expectations: *At the end of grade 9, students will:*

PAV.02X demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities.

Specific Expectations: *Students will:*

AL1.03X identify the factors that affect choices of activities with potential for lifelong participation and enjoyment;

AL2.05X describe the benefits of each health-related fitness component and its relationship to active living (e.g., the relationship of cardiovascular fitness to increased stamina and lower risk of heart disease, healthy eating to improved well-being).

Planning Notes

- Teachers photocopy material for students with special needs.
- The teacher will prepare the **Healthy Active Living** worksheet, the **Getting Started** worksheet, and the **Health-Related Fitness** worksheet, as outlined in the Teaching/Learning Strategies.
- Circuit station activities are not designed to measure or test performance.

Prior Knowledge Required

- note-taking

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- brainstorming
 - communication skills
 - listening skills

Teaching/Learning Strategies

1. Introduce the topic and outline the learning expectations, the assessment/evaluation strategies and the **Personal Fitness Program**. (This program will be developed based on the results of individual fitness testing. Students will design a program based on their strengths and weakness discovered during the fitness testing in activity 3).
2. Lead a class discussion around the importance of quality daily physical activity. Teachers need to stress the importance of physical activity to improve longevity and their quality of life.
3. Students, in small groups, will complete a **Healthy Active Living** worksheet which asks them to identify the following:
 - The **Definition** of Healthy Active Living
 - The **Benefits** to Healthy Active Living
 - **Barriers** to Healthy Active LivingDiscuss responses related to the worksheet.
4. The teacher will lead the class in a discussion to formulate a definition of **Physical Fitness**.
5. Students will complete a *Getting Started* worksheet containing a collection of sentence starters:
 - Health practices shown to extend life include. . .
 - I am currently active by . . .
 - My attitudes toward physical fitness are shaped by . . .
 - I could improve my level of fitness if . . .Use a think, pair, share strategy to engage students in sharing and discussing their responses with peers.
6. Lead the class in discussion to identify the five components of **Health-Related Fitness** (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).
At the same time the teacher will outline the differences between these components and the six **Skill-Related** Components of physical fitness (agility, balance, co-ordination, power, reaction time and speed).
7. Demonstrate to students a five-station circuit that addresses the components of Health-Related Fitness (e.g., continuous biceps curls with a light bar at station 1 addresses muscular endurance).
8. Students will participate in the Health-Related Circuit and complete a follow-up *Health-Related* worksheet. This worksheet will require students to match each exercise/activity in the circuit with the appropriate health-related fitness component and begin to develop definitions, benefits and other examples of the health-related fitness components.
9. Discuss and analyze how their bodies reacted to each activity in the circuit. The teacher will review worksheet answers with students.
10. Students will be advised by the teacher that the emphasis in the course is on Health-Related not Skills- Related Fitness. This is appropriate because all students can improve their performance in the Health- Related Fitness realm.
11. Optional homework assignment: Students will create a collage that depicts one of the following topics:
 - Energy output of various activities and sports.
 - Health-related components of fitness and their benefits.
 - Effects of regular physical activity.
 - Other topics approved by the teacher.

Assessment/Evaluation

1. A formative assessment by the teacher using the worksheets to determine to what extent the students know the benefits of health-related fitness and the relationship to active living.
2. Observation.

Resources

1. Lifetime Fitness, Johnson Publications, 1993.
2. The Canadian Physical Activity, Fitness & Lifestyle Appraisal, Health Canada, 1996.
3. Wilmore, Jack and Costill, David. Physiology of Sport and Exercise, Human Kinetics Publishers.
4. Williams, Charles S. et. al., Personal Fitness: Looking Good Feeling Good, Maxwell Macmillan Canada, 1994.

Websites

1. Eastnet Schools (<http://schools.eastnet.ecu.edu/pitt/ayden/pe-lp13.htm>)

Accommodations

1. Allow extra time for students to complete the activities if necessary.
2. Teachers may need to photocopy notes for insertion into student notebooks.
3. Teachers should encourage students to work in pairs when necessary.
4. Implement strategies recommended in student's IEP.

Activity #3: Physical Fitness Assessment / Appraisals

Time: 150 - 200 minutes

Description

By assessing their own level of fitness in each component, students will come to realize their God-given potential. The activities in this unit emphasize self and peer assessment of cardiovascular endurance, strength, flexibility, muscular endurance, and body composition. Body composition will be determined by examining individual body mass index (BMI). By using the results of these fitness appraisals, students will be able to evaluate their own strengths and weaknesses in order to set goals for their personal fitness program.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*

A self-directed, responsible, life long learner who:

- 4a. demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

A collaborative contributor who:

- 5c. develops one's God-given potential and makes a meaningful contribution to society.

Strands: Physical Activity, Active Living

Overall Expectations: *At the end of grade 9, students will:*

- PAV.01X demonstrate personal competence in applying movement skills and principles;
ALV.03X demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations: *Students will:*

- PA1.01X use and combine movement skills in a variety of physical activities (e.g., apply locomotive/travelling, manipulation, and stability to a specific activity);

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- AL1.02R demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, playing fair (in physical activity settings);
 - AL2.02X participate in personal health-related fitness programs;
 - AL2.04X monitor exercise intensity (e.g., using a manual or computerized heart-rate monitor, breath sound check, talk test)
 - AL3.01X apply guidelines and procedures related to safe participation in physical activity (e.g., using equipment correctly, wearing appropriate attire, using appropriate facilities, meeting expectations regarding supervision, using proper posture to minimize injury);
 - AL3.02X demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in warm-up and cool-down exercises, checking ice conditions prior to skating, spotting for weight training).

Planning Notes

- The teacher should prepare **Fitness Appraisal** stations in advance. The teacher will develop a Fitness Appraisal Worksheet for the students to record results.
- Teachers need to be familiar with fitness appraisals.
- Equipment needed includes: grip dynamometers, stop watch, mats, scale, measuring tapes, metre sticks, and pencils.
- Completion of all stations may take more than one class period. The 12 minute run should take one class period including warm up and cool down time.
- Students should be encouraged to run with a partner in order to informally execute the *Talk Test* (e.g., the ability to carry on a conversation while engaging in a cardiovascular activity).
- Self-assessment and teacher-student conferencing at the end of this activity is intended to allow students to be able to set realistic attainable goals for the next activity.

Prior Knowledge Required

- cooperative learning skills
- work productively with others
- participate actively in physical fitness activities
- peer/self assessment
- obtaining information

Teaching/Learning Strategies

1. Review the definition of cardiovascular fitness. Distinguish between **Aerobic** and **Anaerobic** fitness.
2. Instruct students on how to monitor their heart rate using their carotid or radial artery. Define heart rate terminology, including resting heart rate, exercise heart rate, maximum heart rate and recovery heart rate. Complete the heart rate lab (see Appendix 1c for example).
3. Introduce and discuss the components of the **Fitness Appraisal**:
 - test of cardiovascular fitness (e.g., 12 minute run)
 - test of muscular strength (e.g., hand grip dynamometer)
 - test of muscular endurance (e.g., flexed arm hang, sit-ups, push-ups)
 - test of flexibility (e.g., sit and reach)
 - calculation of body composition (e.g., Body Mass Index)The discussion will include review of the definition and benefits of the components of Health-Related Fitness, as outlined above.
4. Students will rotate through the **Fitness Appraisal** stations completing each of the assessments and recording their results.
5. Lead a discussion on topics such as body mass index, fat as a component of the body, genetically predetermined body types, and related health issues (e.g., blood pressure, heart disease, and

diabetes). This area needs to be treated with sensitivity and concern for those who experience personal difficulty with the topic.

6. In addition teachers may wish to use the *Vitality* program, which was developed in 1991 by Health Canada and Fitness Canada. This program promotes overall well being of the individual, enhanced quality of life, and maintenance of a healthy body weight.
“Vitality is an integrated approach to healthy living that shifts from rigid ideals, dieting and overly prescriptive exercise toward acceptance of a range of body shapes and sizes and the emphasis on healthy eating, active health and a positive self and body image.”
7. Students will begin to assess their **Fitness Appraisal** results and conference with the teacher so that they are able to set personal goals.

Assessment/Evaluation

1. Formative assessment of worksheet and labs on completeness and knowledge.
2. Summative assessment of knowledge/understanding of health-related fitness concepts.
3. Teacher-student conferencing.
4. Fitness Participation rubric. (appendix 1b)

Resources

1. Lifetime Fitness, Johnson Publications, 1993.
2. The Canadian Physical Activity, Fitness & Lifestyle Appraisal, Health Canada, 1996.
3. Personal Fitness: Looking Good Feeling Good, Maxwell Macmillan Canada, Charles S. Williams, et. al., 1994.
4. Vitality Leader’s Kit, Health Canada, 1998.

Accommodations

1. Teachers will encourage students to excel to the best of their ability.
2. Activities and equipment at the stations may be modified for students with individual needs.
3. Teachers should partner students with other students who will be sensitive to their individual needs.
4. Teachers should use short and simple instructions.
5. Teachers may consider using Board Personnel (e.g., Physiotherapist/Occupational Therapist).
6. Stations should depict how to perform the activity.
7. Implement strategies recommended in student’s IEP.

Activity #4: Goal Setting/Action Plan

Time: 80 - 100 minutes

Description

Students will explore their own motivation regarding physical fitness and will identify action steps required to improve overall individual fitness levels. Students will develop positive attitudes and values that reflect cooperation and personal responsibility.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*

A self-directed, responsible, life long learner who:

- 4e. sets appropriate goals and priorities in school, work and personal life;
- 4f. applies effective communication, decision-making, problem-solving, time and resource management skills;

4g. examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Collaborative contributor who:

5c. develops one's God-given potential and makes a meaningful contribution to society.

Strands: Active Living, Living Skills

Overall Expectations: *At the end of grade 9, students will:*

ALV.01X participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;

LSV.01X use appropriate decision-making skills to achieve goals related to personal health.

Specific Expectations: *Students will:*

ALI.03X identify the factors that affect choices of activities with potential for lifelong participation and enjoyment.

LS1.01X identify personal strengths and areas of growth;

LS1.03X demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living;

LS1.04X produce sequential action plans to achieve personal health goals.

Planning Notes

- These activities provide the foundations for goal setting and will assist the students in developing specific action plans to improve overall physical fitness levels within activity #5.
- These activities can be adapted to any class by altering the number of students within each group.
- These activities can be adapted as a homework assignment to encourage student/parent conferencing.

Prior Knowledge Required

- brainstorming skills
- cooperative learning skills
- oral communication skills
- goal setting and planning skills
- think/pair/share

Teaching/Learning Strategies

1. Students will brainstorm a list of factors that influence personal activity choices.
2. Using the results from brainstorming, students will individually select three factors that are most important and will share this information with a partner. Each student will also share with their partner the answers to the following sentence starters:
 - A physical activity is best for me if . . .
 - Activities I like to do are . . .
 - New activities I would like to try are . . .
3. Teachers will lead a class discussion on the difference between short and long term goals. Introduce students to the **SMART** goal setting process:

Specific	Is it clear and identifiable?
Measurable	Can results be determined?
Attainable	Is it possible?
Realistic	Is it probable?
Time	When will it conclude?
4. Teachers will lead a discussion on topics such as the **FITT Principle** (Frequency, Intensity, Time, Type), **Overload**, and **Progression**.
5. Using **SMART** and the **FITT Principle**, students will individually develop an action plan for one goal related to Healthy Active Living, with specific reference to their results from the Fitness

Appraisal (activity #3). In the development of this plan students should consider resources and support available to them.

6. Students will brainstorm the challenges and barriers they have in achieving their goals, and discuss actions they can take to overcome these challenges. Peer or teacher conferencing may be implemented to help the student with this process.
7. Invite a guest speaker to present his/her personal Healthy Active Living plan and how obstacles to achieve set goals were overcome.

Assessment and Evaluation

1. Formative assessment by the teacher of the students' understanding of expectations through discussion, questions and clarification.
2. Formative assessment of an action plan on completeness and thoroughness.
3. Formative assessment of students' identification of personal strengths and areas for growth and identification of career opportunities.

Resources

1. Lifetime Fitness, Johnson Publications, 1993.
2. The Canadian Physical Activity, Fitness & Lifestyle Appraisal, Health Canada, 1996.
3. Wilmore, Jack and Costill, David. Physiology of Sport and Exercise, Human Kinetics Publishers, Windsor, 1994.
4. Zakrajsek, D., et. al., Quality Lesson Plans for Secondary Physical Education, Human Kinetics, 1994.

Accommodations

1. Teachers should provide alternatives to written instructions regarding goal setting tasks.
2. Teachers should have a list of individual behaviours (e.g., smoking, nutrition, heredity), which effect physical fitness and a list of possible goals related to improving overall fitness levels.
3. Implement strategies recommended in student's IEP.

Activity # 5: Designing a Personal Fitness Program

Time: 60 - 80 minutes

Description

Students will review the components of fitness, their appraisals, and identify their strengths and weaknesses. Students will assess their fitness levels and design a personal fitness program intended to address self-identified goals as part of their growth to full Christian maturity.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*

A self-directed, responsible, life long learner who:

- 4f. applies effective communication, decision-making, problem-solving, time and resource management skills;
- 4g. examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

A collaborative contributor who:

- 5g. achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strands: Active Living, Living Skills

Overall Expectations: *At the end of grade 9, students will:*

ALV.02X demonstrate improvement in personal health-related physical fitness;

LSV.01X use appropriate decision-making skills to achieve goals related to personal health.

Specific Expectations: *Students will:*

AL2.01X monitor personal plans for daily, health-related fitness activities (e.g., self-designed or computerized programs) that reflect their personal fitness goals.

LS1.01X identify personal strengths and areas of growth;

LS1.03X demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living;

LS1.04X produce sequential action plans to achieve personal health goals.

Planning Notes

- Teachers should provide opportunities for students to review sample fitness programs in order to understand the requirements of the personal fitness program.
- Arrange to have a variety of texts on the topic available.
- Outline the requirements for the fitness program and clarify based on student questions; (e.g., understanding key factors in personal fitness, that is strengths and weaknesses with regards to the health-related components of physical fitness).
- Teachers should prepare a **Monthly Tracking Sheet** to allow students to monitor their progress.

Prior Knowledge Required

- time management skills
- recording skills
- conferencing
- participation in fitness circuits/programs

Teaching/Learning Strategies

1. Present a case study of an individual with low scores in most of the Fitness Appraisal tests. Model the process of designing a fitness program for this individual. Discussion should include the Health-Related components of Fitness as well as considerations for safety.
2. Where possible, students will analyze computerized fitness programs to develop their fitness proposal.
3. Using their own Fitness Appraisal results and the **SMART** goal-setting process, the students will design a Personal Fitness Program that incorporates multiple goals. Teachers should distribute several model fitness programs for students to use as a resource in the development of their own program.
4. Using **Monthly Tracking** worksheets and/or **Journal/Logs** the teacher will provide future opportunities for students to reassess their goals, celebrate their successes or rethink their strategies to overcome any barriers that hindered them from achieving their goals. Provide opportunities for conferencing (peer or teacher) to assist or advise the students on the progress of their Personal Fitness program.
5. Work with students to develop a rubric to assess their Personal Fitness Program. This rubric will be used as a summative assessment at the end of activity #7. (see appendix 1b for a sample fitness participation rubric).

Assessment/Evaluation

1. Student-teacher conferencing will take place to ensure students are analyzing fitness results correctly.
2. Formative assessment by the teacher of student's personal fitness programs on relevancy, evidence of planning and thoroughness.
3. Self assessment of progress of the students' individual fitness goals based on completion of monthly tracking sheets.

Resources

1. FitStat: FitStat Data Management Systems Inc. 1994.
2. Lifetime Fitness, Johnson Publications, 1993.
3. CSEP, The Canadian Physical Activity, Fitness and Lifestyles Appraisal. Canadian Active Living Challenge, CAHPERD.

Accommodations

1. As necessary or appropriate, consult with board support personnel in developing a personal fitness program, e.g., physiotherapist, itinerant teacher for hearing or visually impaired and/or instructional assistant.
2. Allow students to work in pairs to design their individual programs.
3. Teachers should modify or alter the fitness program requirements for individual student needs.
4. Implement strategies recommended in student's IEP.

Activity # 6: Participation in Physical Fitness Activities

Time: 600 - 800 minutes

Description

Students will safely participate in a variety of physical fitness activities throughout the year as they continue their lifelong journey with Christ. The activities will be integrated within other units of the course.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*

A self-directed, responsible, life long learner who:

- 4a. demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- 4c. takes initiative and demonstrates Christian leadership;
- 4h. participates in leisure and fitness activities for a balanced and healthy lifestyle.

A collaborative contributor who:

- 5a. works effectively as an interdependent team member;
- 5c. develops one's God-given potential and makes a meaningful contribution to society;
- 5e. respects the rights, responsibilities and contributions of self and others;
- 5f. exercises Christian leadership in the achievement of individual and group goals.

Strands: Physical Activity, Active Living

Overall Expectations: *At the end of grade 9, students will:*

- PAV.02X demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;
- ALV.01X participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- ALV.02X demonstrate improvement in personal health-related physical fitness;
- ALV.03X demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations: *Students will:*

- PA1.02X demonstrate understanding of the importance of movement principles in performing isolated or combined movement skills (e.g. manipulation, locomotion, and stability);
- AL1.01X participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large- group, outdoor, and aquatic activities);

-
- AL1.02R demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, playing fair) in physical activity settings;
 - AL2.02X participate in personal health-related fitness programs;
 - AL2.03X maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty-minute time period for a minimum of four times a week);
 - AL2.04X monitor exercise intensity (e.g., using a manual or computerized heart-rate monitor, breath sound check, talk test).
 - AL3.01X apply guidelines and procedures related to safe participation in physical activity (e.g., using equipment correctly, wearing appropriate attire, using appropriate facilities, meeting expectations regarding supervision, using proper posture to minimize injury);
 - AL3.02X demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in warm-up and cool-down exercises, checking ice conditions prior to skating, spotting for weight training).

Planning Notes

- Students will have the opportunity for self assessment throughout the activity.
- Teachers should be sensitive to the physical limitations of individual students and potential safety hazards.
- Teachers should vary the types of activities used and in doing so encourage full participation.
- Activities should be planned and organized, including equipment and facility preparation before the start of each class.
- Teachers should offer a variety of fitness activities throughout the year. These activities can be offered as either a one day activity, small unit or warm-up activity.

Prior Knowledge Required

- warm up and cool down appropriately and safely
- organizational skills
- collaborative/cooperative group skills
- oral communication skills
- awareness of physical limitations
- self/peer assessment skills

Teaching/Learning Strategies

1. Review safety concerns for physical activity (e.g. warm up, cool down, proper equipment, environment).
2. Instruct the students to monitor their heart rate during the activity.
3. Use 10 to 20 minutes of each physical activity lesson to provide the students with a vigorous fitness workout. The 10 to 20 minutes can come from a warm up or be embedded into the body of the lesson. A variety of activities should be selected that will incorporate flexibility, muscular strength, muscular endurance and cardiovascular endurance. This will allow students to meet most of the goals set in their personal plans. The activities could include the following:
 - tag games
 - partner resistance exercises
 - interval training
 - speed orienteering
 - weight training
 - mirror drills
 - circuit training
 - obstacle courses
 - low organizational games/run relays
 - aerobics

Assessment and Evaluation

1. Formative assessment by the teacher and student based on a rubric for participation in fitness activities (Appendix 1b for sample fitness participation rubric)
2. Formative assessment by the student through the monitoring of their personal heart rate.
3. Formative assessment through the use of fitness appraisals in Activity 3 to monitor improvement in fitness levels.

Resources

1. Fitness for Children and Youth, Ministry of Tourism and Recreation, Ontario.
2. Lifetime Fitness, Johnson Publications, 1993.
3. Pangrazi, R. and Darst, P., Dynamic Physical Education for Secondary School Students Curriculum and Instruction, Collin Macmillan Canada.
4. The Canadian Physical Activity, Fitness & Lifestyle Appraisal, Health Canada, 1996.
5. Zakrajsek, D., et. al, Quality Lesson Plans for Secondary Physical Education, Human Kinetics, 1994.

Accommodations

1. Teachers may need to provide alternate fitness workout times.
2. Teachers may encourage students to work in pairs.
3. Teachers may make use of Support Personnel (e.g., Physiotherapists).
4. Teachers may need to adapt equipment to various needs of students.
5. Implement strategies recommended in student's IEP.

Activity #7: Final Physical Fitness Assessment

Time: 150 - 200 min

Description

In this culminating activity students will reassess their level of fitness in each component referring to the **Fitness Appraisal** Worksheet from activity #3. Students will realize and appreciate their God given potential. They will note improvements and changes since the beginning of the course, allowing them to evaluate their Personal Fitness Program, complete their Personal Fitness Assessment, and set goals for the future. Through this activity students will demonstrate the knowledge and skills they have developed and it will be used as a summative evaluation.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*

A reflective and creative thinker:

3c. thinks reflectively and creatively to evaluate situations and solve problems.

A self-directed, responsible, life long learner who:

4e. sets appropriate goals and priorities in school, work and personal life;

4g. examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Strands: Active Living, Living Skills

Overall Expectations: *At the end of grade 9, students will:*

ALV.01X participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;

ALV.02X demonstrate improvement in personal health-related physical fitness;

ALV.03X demonstrate safe practices regarding the safety of themselves and others;

LSV.01X use appropriate decision-making skills to achieve goals related to personal health.

Specific Expectations: *Students will:*

-
- AL1.01X participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large-group, outdoor, and aquatic activities);
 - AL1.03X identify the factors that affect choices of activities with potential for lifelong participation and enjoyment;
 - AL2.02X participate in personal health-related fitness programs;
 - AL2.03X maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty-minute time period for a minimum of four times a week);
 - AL2.04X monitor exercise intensity (e.g., using a manual or computerized heart-rate monitor, breath sound check, talk test);
 - AL3.01X apply guidelines and procedures related to safe participation in physical activity (e.g., using equipment correctly, wearing appropriate attire, using appropriate facilities, meeting expectations regarding supervision, using proper posture to minimize injury);
 - AL3.02X demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in warm-up and cool-down exercises, checking ice conditions prior to skating, spotting for weight training);
 - LS1.01X identify personal strengths and areas of growth;
 - LS1.02X demonstrate how they have achieved short-term goals based on a personal vision.

Planning Notes

- As this is a culminating activity, it should be scheduled toward the end of the course.
- The teacher should prepare **Fitness Appraisal** stations in advance. Use the **Fitness Appraisal** Worksheet from activity #3.
- Equipment needed includes: grip dynamometers, stop watch, mats, scale, meter sticks, measuring tapes, and pencils.
- Completion of all stations may take more than one class period. The 12 minute run should take one class period including warm up and cool down time.
- While running students should be encouraged to run with a partner in order to informally execute the *Talk Test*.
- Some of the activities in the fitness appraisal do not have standards but can be used so that students see improvement after subsequent tests.
- Self-assessment and teacher-student conferencing at the end of this activity are intended to allow students to evaluate the goals set in activity #4.

Prior Knowledge Required

- cooperative learning skills
- work productively with others
- participate actively in physical fitness activities
- peer/self assessment
- obtaining information
- critical thinking skills

Teaching/Learning Strategies

1. Using the same **Fitness Appraisal** stations as in activity #3, the students will reassess their **Health - Related Fitness** to gauge improvement.
2. Students will compare this Fitness Appraisal to the Appraisal performed in activity #3 (near the beginning of the course).
3. As part of the Personal Fitness Program, students should complete a **Summary Reflection** worksheet outlining:
 - Knowledge obtained
 - Growth in their personal fitness levels

-
- Attitudinal changes realized regarding Healthy Active Living.

Assessment/Evaluation

1. Use the Achievement Levels Chart (Knowledge/Understanding, Thinking/Inquiry, Communication and Application) to outline how the reflection paper will be evaluated. Use exemplars of reflection papers to demonstrate the four levels.

Resources

1. Lifetime Fitness, Johnson Publications, 1993.
2. Moving to Inclusion: Active Living Through Physical Education: Maximizing Opportunities for Students with a Disability, Active Living Alliance for Canadians with a Disability (Canada)
3. The Canadian Physical Activity, Fitness & Lifestyle Appraisal, Health Canada, 1996.
4. Personal Fitness: Looking Good Feeling Good, Maxwell Macmillan Canada, Charles S. Williams, et. al., 1994.
5. Vitality Leader's Kit, Health Canada, 1998.

Accommodations

1. Teachers will encourage students to excel to the best of their ability.
2. Activities and equipment at the stations may be modified for students with individual needs.
3. Teachers should partner students with other students who will be sensitive to their individual needs.
4. Teachers should use short and simple instructions.
5. Teachers may consider using Board Personnel (e.g., Physiotherapist/Occupational Therapist).
6. Stations should depict how to perform the activity.
7. Implement strategies recommended in student's IEP.

Unit 1 Appendix A

Participation Rubric

Evaluator: Teacher _____ Peer _____

Self _____ Date: _____

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Readiness to Participate	<ul style="list-style-type: none"> infrequently has required or appropriate clothing enters gym late more than half of the time infrequently participates 	<ul style="list-style-type: none"> usually has most of the required clothing usually ready to participate on time usually participates in class activities 	<ul style="list-style-type: none"> regularly has required clothing regularly ready to participate on time regularly takes part in class activities 	<ul style="list-style-type: none"> always has required clothing always ready to participate on time always takes part in class activities
Physical Participation	<ul style="list-style-type: none"> infrequently participates in physical activities infrequently participates in physical activities outside the classroom program experiences difficulty participating in individual and/or group activities 	<ul style="list-style-type: none"> sometimes participates in physical activities sometimes participates in physical activities outside the classroom program sometimes participates in individual and/or group activities 	<ul style="list-style-type: none"> regularly participates in physical activities independently regularly participates in physical activities outside the classroom program frequently participates in individual and/or group activities 	<ul style="list-style-type: none"> always or almost always promotes active participation in all physical activities routinely promotes, leads and organizes physical activities outside the classroom program always participates in individual and/or group activities
Effort	<ul style="list-style-type: none"> infrequently puts forth maximum effort (e.g., goes through motions) easily distracted from task often distracts others 	<ul style="list-style-type: none"> sometimes, with encouragement, puts forth maximum effort sometimes distracted from task; sometimes distracts others 	<ul style="list-style-type: none"> regularly demonstrates a determined effort regularly stays on task 	<ul style="list-style-type: none"> always strives for personal best always or almost always encourages others to stay on task
Initiative / Christian Leadership	<ul style="list-style-type: none"> infrequently tries new activities infrequently takes on a leadership role relies on others to begin physical activities 	<ul style="list-style-type: none"> sometimes attempts new activities with encouragement sometimes, with encouragement, leads the class in activities begins activities with some teacher encouragement 	<ul style="list-style-type: none"> regularly attempts new activities regularly takes on a leadership role in class frequently begins activities (e.g., warm-up) 	<ul style="list-style-type: none"> always tries new techniques and encourages others to do the same routinely asks to play a leadership role in class routinely a self starter who gets other students involved
Enjoyment	<ul style="list-style-type: none"> infrequently demonstrates enjoyment from participation in physical activities 	<ul style="list-style-type: none"> sometimes demonstrates enjoyment from participation in physical activities 	<ul style="list-style-type: none"> regularly demonstrates enjoyment from participation in physical activities 	<ul style="list-style-type: none"> routinely creates opportunities for others to enjoy physical activities
Social Interaction / Respect for dignity and welfare of others	<ul style="list-style-type: none"> infrequently plays or interacts with other students infrequently accepts others of different abilities, cultures and genders infrequently offers positive comments to others 	<ul style="list-style-type: none"> sometimes plays or interacts with other students sometimes accepts others of different abilities, cultures and genders sometimes offers positive comments to others 	<ul style="list-style-type: none"> regularly plays or interacts with anyone in class regularly accepts others including those of different abilities, cultures and genders regularly offers positive comments to others 	<ul style="list-style-type: none"> always participates with anyone in class always encourages the inclusion of others of different ability, cultures, and genders always encourages others with positive comments always suggests changes to resolve conflict in the group

Unit 1 Appendix B

Fitness Participation Rubric

Evaluator: Teacher _____ Peer _____

Self _____ Date: _____

Category	Level 1	Level 2	Level 3	Level 4
Physical Participation / Readiness	<ul style="list-style-type: none"> infrequently participates in fitness activities infrequently dresses appropriately for vigorous fitness activities infrequently ready to participate in fitness activities 	<ul style="list-style-type: none"> sometimes participates in all fitness activities sometimes dresses appropriately for vigorous fitness activities sometimes ready to participate in fitness activities 	<ul style="list-style-type: none"> regularly participates in all fitness activities regularly dresses appropriately for vigorous fitness activities regularly ready to participate in fitness activities 	<ul style="list-style-type: none"> always or almost always participates in all fitness activities always or almost always dresses appropriately for vigorous fitness activities always or almost always ready to participate in fitness activities
Safety	<ul style="list-style-type: none"> infrequently participates in warm up and cool down activities infrequently uses equipment and facilities safely or correctly 	<ul style="list-style-type: none"> sometimes participates in warm up and cool down activities sometimes uses equipment and facilities safely or correctly 	<ul style="list-style-type: none"> regularly participates in warm up and cool down activities regularly uses equipment and facilities safely or correctly 	<ul style="list-style-type: none"> always or almost always participates in and/or leads warm up and cool down activities always or almost always uses and promotes the safe use of equipment and facilities
Effort and Cooperation	<ul style="list-style-type: none"> infrequently demonstrates effort and cooperation in fitness activities rarely on task; easily distracted from task and distracts others needs constant redirection to participate in fitness activities 	<ul style="list-style-type: none"> sometimes demonstrates effort and cooperation in fitness activities sometimes demonstrates attentive behaviour (not always on task) sometimes on task needs some encouragement to persevere in fitness activities 	<ul style="list-style-type: none"> regularly demonstrates effort and cooperation in fitness activities regularly demonstrates attentive behaviour regularly demonstrates determination in attempting fitness activities 	<ul style="list-style-type: none"> always or almost always demonstrates determined effort and cooperation in fitness activities always or almost always demonstrates attentive behaviour and encourages others to do so always or almost always strives for personal best
Initiative	<ul style="list-style-type: none"> infrequently tries new activities infrequently willing to try new activities 	<ul style="list-style-type: none"> sometimes tries new activities sometimes willing to try new activities 	<ul style="list-style-type: none"> regularly tries new activities regularly willing to be involved in all fitness activities 	<ul style="list-style-type: none"> always or almost always tries new activities always or almost willing to try new activities

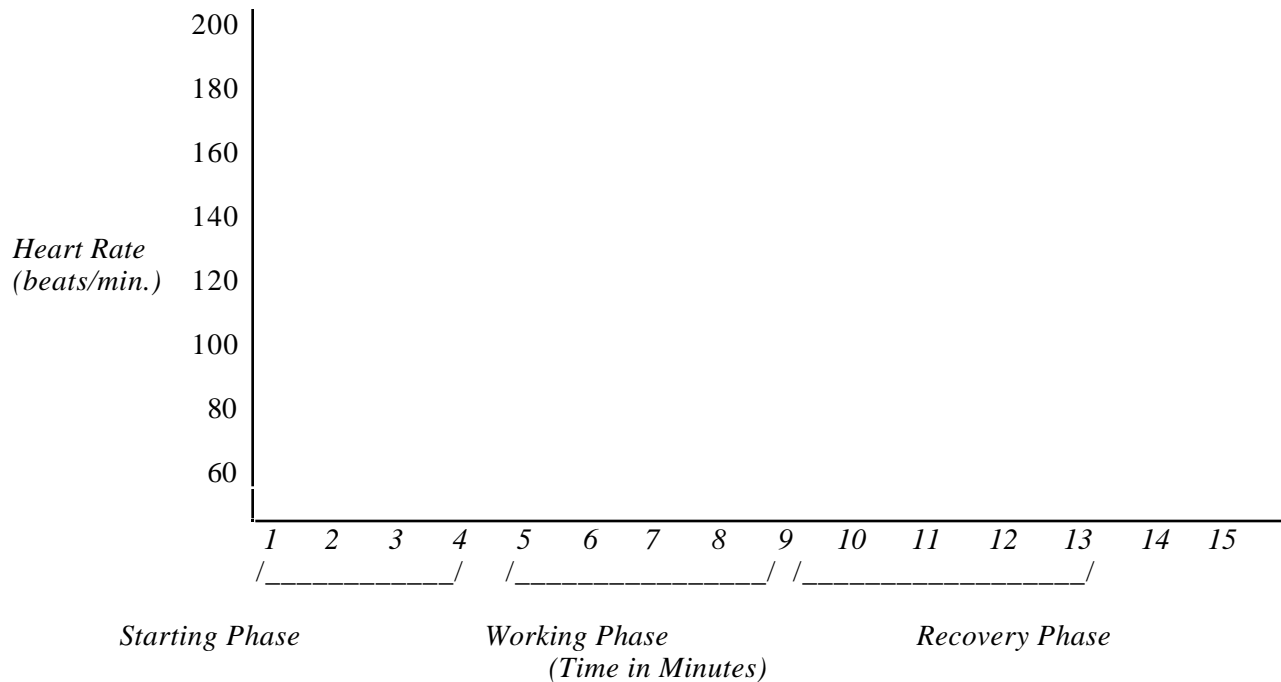
Unit 1 Appendix C

Heart Rate Lab

Part 1: Perform each of the activities below in order, and at the end of each one take your heart rate for 10 seconds. Fill in the beats per minute column after you have completed all of the activities.

	Activity	10 second heart rate	Beats per minute
Starting Phase	Lie down for 1 minute		
	Sit for 1 minute		
	Stand for 1 minute		
	Walk for 1 minute		
Working Phase	Jog for 5 minutes		
Recovery Phase	Walk for 1 minute		
	Rest for 3 minutes		
	Sit for 1 minute		

Part 2: Graph the results below.



UNIT #2: Substance Use and Abuse

Time: 9 Hours

Unit Developer(s):

Scott Campbell ~ Huron Perth Catholic DSB
Theresa Conklin ~ Huron Perth Catholic DSB
Steve Henry ~ Bruce-Grey Catholic DSB
Heather Marcy ~ Huron Perth Catholic DSB
Michele May ~ Simcoe Muskoka Catholic DSB
Steve Peck ~ Bruce-Grey Catholic DSB

Development Date: April 6, 1999

Unit Description

Choices which students make determine their path in life and ultimately their relationship with God. St. Paul reminds us “**Do you know that you are God’s temple and that God’s spirit dwells in you?**” (I Cor 3:16). Students will develop an understanding of the facts, myths and effects related to the use and abuse of alcohol, tobacco, and other drugs (e.g. cannabis). Students will identify the major environmental factors (e.g. peer pressure, media) in their lives that contribute to the use of these substances. Students will identify school and community resources (e.g., health unit, police department) involved in the education, prevention and treatment of substance use and abuse. Students will demonstrate the moral decision-making model (see, judge, act and evaluate) according to the faith perspective of the Catholic Church.

Strand(s) & Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, 2a, 2e, 3c, 3d, 4f, 4g, 7a, 7b,

Strand(s): Healthy Living, Living Skills

Overall Expectations: HLV.OIR, HLV.03X, LSV.01X, LSV.02X

Specific Expectations: HL3.01X, HL3.02X, HL3.03X, HL3.04X, HL3.05X, HL4.06X,
LSI.03X, IS 1.04X, LS2.01R, LS2.02R, LS2.06R, LS3.01R, LS3.04R

Activity Titles (Time and Sequence)

Activity 1	Facts, Myths and Effects of Tobacco, Alcohol and Other Drugs	80-120 min.
Activity 2	Substance Use and Abuse	80-100 min.
Activity 3	School and Community Resources	60- 80 min.
Activity 4	Decision Making and Assertion Skills	200 - 300 min.
Activity 5	Substance Abuse Unit Test	60 - 80 min.

Unit Planning Notes

- Prior to beginning this unit, teachers will encourage students to privately discuss any personal concerns and/or experiences they may have which could affect their participation in this unit.
- In order to develop a positive self concept, teachers will accept students for whom they are in order to help them achieve their God given potential.
- The primary focus of this course centres around participation in physical activity. Therefore it is recommended that this unit not be delivered in a solid block of time. It should be interspersed to allow opportunities for physical activities.
- Teachers will make a tentative allocation of time for the entire unit to synchronize with the course time lines. Programming of this unit will vary due to school schedules and facilities and availability of community resources.

- There are many support agencies in the community which have resources available for classroom and student use. Resources (information pamphlets) and speakers from these agencies are often available (e.g., local Health Units, Centre for Addiction and Mental Health, Covenant House, Lung Association, Heart and Stroke Foundation, Police Departments).

Prior Knowledge Required

- cooperative learning skills
- communication skills (e.g., brainstorming, obtaining information, presenting information note-making, listening)
- work productively with others
- peer/self-assessment
- computer skills (e.g., keyboarding, Internet)
- role playing skills
- time management skills
- poster design skills

Teacher/Learning Strategies

- brainstorming
- self-reflection
- think/pair/share
- worksheets
- note-making
- cooperative learning
- direct instruction
- role playing
- case studies
- question and answer
- internet searches
- community assisted learning

Assessment/Evaluation

Teachers will assess and evaluate individual student progress continually and use appropriate resources and strategies to facilitate and improve each student's learning. These different strategies will provide opportunities for students to demonstrate the full range of their learning. It is essential that all students have a clear understanding of the course expectations and specific achievement levels.

The following chart identifies a list of suggested assessment tools that the teacher could use for this unit.

Tool	Type	Who	Activity
poster	formative/summative	teacher	Activity 1
worksheets	formative/summative	teacher/self	Activity 2
personal reflection	formative	teacher/self	Activity 2, 3
assignment	formative/summative	teacher/self	Activity 3
self/peer assessment	formative	teacher	Activity 3, 4
group work rubrics	formative/summative	teacher/self	Activity 4
unit test	summative	teacher	Activity 5

Resources

1. Action, OPHEA, 1996
2. Be With Me, Teachers Manual, Year 9, National Office of the Canadian Conference of Catholic Bishops, Ottawa, 1997
3. Canada, Ministry of Health and Welfare. Improving the Odds - A Tobacco - Use Prevention Resource for School Aged Youth 10-14, Ottawa, Canada, 1995
4. Lifetime Fitness, Johnson Publications, 1993.
5. Merki, Mary Bronson and Merki, Don. Glencoe Health: A Guide to Wellness, Glencoe/McGraw-Hill, Woodland Hills, California, 1999.
6. OPHEA. ACTION- Alcohol, Cannabis and Tobacco Health Promotion Project for Youth, Physical ISBN: 0-921868-18-9, 1996
7. Rizzo Toner, Patricia. Substance Abuse Prevention Activities, Just for the Health of It, Unit 6, Simon and Schuster, New York, 1993.
8. Smoke-Free Class of 2000 - Grade 8 Kit, Council for Tobacco-Free Ontario, 1995
9. The Textbook Alternative, Johnson Publications, 1992.
10. Turning Points: Readings in Family Life Education, B,I, Prentice Hall Ginn, Scarborough, 1997

Websites

1. The Centre for Addiction and Mental Health: <http://www.arf.org/isd/hint.html>
2. Against Drunk Driving (ADD): <http://www.netmedapro.com/add/>
3. Canadian Council On Substance Abuse (CCSA): <http://www.ccsa.ca>
4. Health Canada: <http://www.hc-sc.gc.ca/>
5. World Health Organization: <http://www.who.ch/programmes/psai/psai3.htm>
6. Heart and Stroke Foundation: <http://www.hsf.ca/>

Accommodations

1. In each of the five activities there are adaptations and accommodations suggested which address the needs of Special Education and ELS/ESD students. These suggested adaptations/accommodations provide opportunities for remediation, consolidation and enrichment for all students.
 - using video in place of printed materials
 - providing heterogeneous groupings
 - providing material at different reading levels
 - using organizers
 - partnering students
 - modifying tests and assignments

Activity #1: Exploring the Facts, Myths and Effects of Tobacco, Alcohol and Other Drugs

Time: 80-120 minutes

Description

Students will be exposed to common myths related to the use and abuse of tobacco, alcohol and drugs. They will learn specific facts regarding these substances and their physical, psychological, social and economic effects. Students will discover the Catholic moral perspective regarding the use and abuse of tobacco, alcohol and drugs.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*
An effective communicator:

- 2a. listens actively and critically to understand and learn in light of gospel values;
- 2b. reads, understands and uses written materials effectively.

A reflective and creative thinker:

- 3d. makes decisions in light of gospel values with an informed moral conscience.

A self-directed, responsible, life long learner who:

- 4g. examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Strand: Healthy Living

Overall Expectations: *At the end of Grade 9, students will:*

HLV.03X demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis).

Specific Expectations: *Students will:*

HL3.01X identify facts and myths related to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis);

HL3.02X explain the effects of the use and abuse of alcohol, tobacco, and other drugs.

Planning Notes

- teachers will outline the assessment criteria for activity one.
- teachers will ensure that a variety of resources are available.

Prior Knowledge Required

- collaborative learning/cooperative group skills
- brainstorming skills
- communication skills
- note-taking skills
- listening skills

Teaching/Learning Strategies

1. Students will do a jig-saw activity introducing myths and facts. Individual students are assigned one of the following topics:
 - Facts and Myths of Tobacco;
 - Facts and Myths of Alcohol;
 - Facts and Myths of Cannabis;
 - Facts and Myths of Cocaine/Crack.

Each student will investigate their topic to generate a list of myths and facts and then meet with the other students assigned the same topic. Each group of students will generate a written composite list and report back to the class. Students will record the information in their books following class discussion.

2. Provide students with a hand-out indicating the effects of tobacco, alcohol and other drugs. Students will design a poster based on the effect(s) of one of these substances. Time will be given in class to commence the poster assignment and will be completed as a homework assignment.
3. A teacher directed discussion will take place which will allow students to develop a poster rubric. Some categories may include Originality, Creativity, Appearance and Content.

Assessment/Evaluation

1. A formative peer assessment of jigsaw notes to determine the students' ability to explain the effects of drug use and abuse.
2. A formative or summative assessment of the poster to determine the students' ability to explain the effects of drug use.

Resources

1. Agency Pamphlets: Addiction Research Foundation, Canadian Council on Substance Abuse, Health and Welfare Canada, Local Health Units, World Health Organization
2. Folkers, Gladys, Taking Charge of My Mind and Body, MN Free Spirit Publishing, Minneapolis, Minnesota, 1997.
3. Glencoe Health, Glencoe/McGraw- Hill, Woodland Hills, California, 1999.
4. Hyde , Margaret, Addictions, Gambling, Smoking and Cocaine, McGraw-Hill, New York, 1997
5. Rizzo, Toner, Patricia, Substance Abuse Prevention Activities (Just For The Health of It, Unit 6), Simon and Schuster, New York, 1993

Websites

1. Canadian Council on Smoking and Health (<http://www.ccs.h.ca/nctn/>)
2. Council for a Tobacco-Free Ontario (<http://www.opc.on.ca/ctfo/index.html>)
3. Master Anti-Smoking Page (<http://www.autonomy.com/smoke.htm>)
4. Ontario Tobacco Research Unit (OTRU) (<http://www.arf.org/otru/>)

Software

1. Catechism and Scripture, CD Rom, Ligouri Press, 1994

Accommodations

- Teachers will allow extra time to complete the activities if necessary.
- Teachers will have students work in pairs (one person may act as scribe if necessary).
- Teachers will have heterogeneous groupings.
- Teachers will implement required strategies for I.E.P.s.

Activity #2: Lifestyle Factors Contributing to Substance Use and Abuse

Time: 80 - 100 minutes

Description

Students will identify the major factors, influences, and attitudes that contribute to the use and abuse of tobacco, alcohol, and other drugs. They will distinguish between use and abuse and examine the causes of dependence and addiction. Students will recognize that evil, human

weakness, conflict, and reconciliation are part of the Christian journey. Through this activity, students will enhance their ability to make wise, healthy decisions regarding the use of these substances.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*
A discerning believer formed in the Catholic Faith Community:

1j. recognizes that “ sin, human weakness, conflict, and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is the heart of redemption.

An effective communicator:

2a. listens actively and critically to understand and learn in respect of gospel values;

2e. uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A self-directed, responsible, lifelong learner:

4g. examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

Strands: Healthy Living and Living Skills

Overall Expectations: *At the end of Grade 9, students will:*

HLV.03X demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g. cannabis);

LSV.01X use appropriate decision-making skills to achieve goals related to personal health.

Specific Expectations: *Students will:*

HL3.03X identify the major facts (e.g. environmental influences such as peer pressure, media influenced, adolescent attitudes) that contribute to the use of alcohol, tobacco, and other drugs;

LS1.03X demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living;

LS3.01R contribute to the success of the group verbally and non-verbally (e.g. by completing a fair share of the group task, acknowledging others’ contributions to the task).

Planning Notes

- Teachers will refer to current statistics regarding substance use and abuse.
- The teacher will make a variety of resources available prior to the activity.
- If possible, the teacher will invite a guest speaker to the class.
- A worksheet asking questions about signs and symptoms leading toward addiction may be developed by the teacher.

Prior Knowledge Required

- note-taking skills
- brainstorming skills
- research skills
- cooperative learning skills
- listening skills
- working productively with others
- time management skills

Teaching/Learning Strategies

-
1. Think/Pair/Share: Students are to create a two-column chart comparing reasons for using drugs (tobacco, alcohol, and other drugs) and reasons for not using them. They then compare and discuss their charts with a partner. Selected pairs will report their results to the class.
 2. The teacher will lead a discussion about why people use substances, stressing the role of family, the media, peers, and adolescent attitudes.
 3. Students will consult resources as necessary and define the following terms: drug use, drug misuse, drug abuse, tolerance, physical dependence, psychological dependence, alcoholism, and addiction.
 4. In small groups, students will list how companies promote tobacco, alcohol and other drugs to appeal to the adolescent market. They should include the use of colours, images, mood and feelings. Using a magazine advertisement related to tobacco or alcohol, students will analyze this advertisement based on the media images presented. Students will answer these questions:
 - Name three things about the product that the manufacturer wishes you to believe.
 - How does the advertisement give you these impressions?
 - Do you believe the messages in the ad? Why or why not?The teacher will build the concept of media influences on drug use and abuse by asking the following questions:
 - Why do companies advertise their products?
 - How do companies promote alcohol, tobacco and other drugs?Students will complete (for homework) and submit a worksheet that answers the above questions on an advertisement of their choice.
 5. Introduce the topic with a brief discussion of why the teenage population is particularly vulnerable to substance use and abuse. Assist students in making the connection between drug use and the leading cause of death amongst youth (e.g., motor vehicle accidents, homicides, suicides and drownings) using up-to-date statistics. Discuss the impact of chemical dependence on a teenager's life and define the stages of chemical dependence (initial use, regular use, preoccupation, dependence). Students will brainstorm why teenagers are at risk of becoming chemically dependent. The list might include:
 - developing brains and bodies are more sensitive to drugs
 - teenagers tend to use drugs more heavily and frequently
 - teenagers are more likely to use more than one drug
 - social and environmental factors (e.g., families and friends taking drugs)
 6. Teachers may choose to invite a local community health representative (e.g., school nurse, public health official, school counsellor, police officer) to speak to students regarding substance use and abuse. As a response, assign a one-page reflection paper or thank-you letter, in which students write about their thoughts and reactions to the material presented.

Assessment/Evaluation

1. A formative self or teacher assessment of worksheet (T/L strategy #4) to determine whether students can identify media influences on drug use.
2. A summative evaluation of the reflection paper Reflection Paper or Letter.

Resources

1. Lifetime Fitness, Johnson Publications, 1993.
2. Merki, Mary Bronson and Merki, Don; Glencoe Health: A Guide to Wellness; Glencoe/McGraw-Hill; Woodland Hills, California; 1999.
3. Rizzo Toner, Patricia; Substance Abuse Prevention Activities (Just for the Health of It, Unit 6), Simon and Schuster, New York, 1993.
4. The Textbook Alternative, Johnson Publications, 1992.

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5. Local Agencies: Alcoholics Anonymous, Narcotics Anonymous, Addiction Research Foundation, Health Units, Counseling Services (for Guest Speaker).
 6. Agency Pamphlets: Addiction Research Foundation, Canadian Council On Substance Abuse, Health and Welfare Canada, Local Health Units, World Health Organization.
 7. Assorted Newspapers, Magazines, and Internet advertisements.
 8. Ontario Tobacco Research (OTRU) (<http://www.arf.org/otru/>)

Accommodations

1. Students with special needs should be paired to allow for completion of Think/Pair/Share.
2. Groups should be heterogeneous.
3. Preferential seating may be necessary for some students, especially for the guest speaker's presentation.
4. Modifications will be made regarding the Reflection Paper/Thank You Letter (e.g., due date, length) for students with special needs.
5. Teachers will implement strategies recommended in student's IEP's.

Activity #3: School and Community Resources

Time: 60-80 minutes

Description

The students will understand that we live in communion with God and with others. As Paul's Letter to the Galatians illustrates **“there is no longer Jew or Greek, there is no longer slave or free, there is no longer male or female; for all of you are one in Christ Jesus”** (Gal 3:28). This activity will help students to identify school and community resources that are involved in the education, prevention and treatment of the use and abuse of alcohol, tobacco and other drugs. Identifying these resources will allow students to become aware that there is professional help for individuals in need (e.g., Health Unit, Police Services, Alcoholics Anonymous, Covenant House).

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*

A reflective and creative thinker:

- 3c. thinks reflectively and creatively to evaluate situations and solve problems.

A collaborative contributor who:

- 5a. works effectively as an interdependent team member.

Strand: Healthy Living

Overall Expectations: *At the end of Grade 9, students will:*

- HLV.03X demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis).

Specific Expectations: *Students will:*

- HL3.04X identify the school and community resources involved in the education, prevention, and treatment of the use and abuse of alcohol, tobacco, and other drugs.

Planning Notes

- The teacher may consider inviting a guest speaker before the unit starts.

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- The teacher will be sensitive to the individual circumstances of students and their parents/guardians.
 - The teacher will respect the choices of others and their right to express their opinion openly and without hesitation.
 - The teacher will ensure that a variety of resources are available in the classroom.
 - The teacher will share the assessment strategy with the students prior to the use of the teaching/learning strategies.
 - The teacher will ensure that there are enough copies of student materials needed before the activity begins.
 - The availability of resources will vary from community to community.

Prior Knowledge Required

- collaborative learning skills
- communication skills (note-taking)
- brainstorming skills
- time management skills
- research skills

Teaching/Learning Strategies

1. Students will be put into groups to brainstorm the following question “If a person needed help with a tobacco, alcohol or drug problem, how would they go about finding it?” Once they have been given enough time to do this, the teacher will compile a list on the blackboard/whiteboard.
2. Students, in groups, will be asked to identify the school and community resources available to support individuals with either tobacco, alcohol or drug-related problems. In chart form, the name, focus (i.e., education, treatment or prevention) as well as the location and telephone number will be given for each resource. Time in class will be devoted for each group to complete this activity. Students could visit the school library or the guidance department to help find this information.
3. As an alternate lesson the teacher could have a police officer or personnel from the public health unit come to the class to speak to students about community resources and support systems available. This would allow for a question and answer period.

Assessment/Evaluation

1. A formative self-assessment of the chart to determine whether students can identify the purpose of the organization as outlined in T/L strategy #2.
2. Assignment rubric could be developed through class discussion. Some suggestions may include using a scale of 1 to 4
1 = very few/incomplete,
2 = somewhat/some,
3 = most of/majority/generally,
4 = completely/all
to evaluate criteria such as a) validity of resources , b) that resources are current, c) variety of resources.

Resources

1. Local Public Health Unit
2. Ontario Lung Association
3. Canadian Council on Smoking and Health
4. Children’s Aid Society
5. Youth Addiction Services

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6. Kid's Help Phone
 7. Local Hospital/Health Centre
 8. Local Police Service
 9. Covenant House

Websites

1. Canadian Council on Smoking and Health (<http://www.ccsn.ca/nctn/>)
2. Council for a Tobacco-free Ontario (<http://www.opc.on.ca/ctfo/index.html>)
3. Master Anti-Smoking Page (<http://www.autonomy.com/smoke.htm>)
4. Ontario Tobacco Research Unit (OTRU) (<http://www.arf.org/otru/>)

Accommodations

- Teachers will allow extra time to complete the activities if necessary.
- Teachers will have students work in pairs (one person may act as scribe if necessary).
- Teachers will have heterogeneous groupings.
- Teachers will reduce the number of agencies expected to be researched.
- Teachers will use peer tutors where required/feasible.
- Implement strategies recommended in IEP's.

Activity #4: Decision Making and Assertion Skills

Time: 200 - 300 minutes

Description

Students will transfer knowledge gained from previous activities to real life situations. Students will learn specific strategies for making informed moral decisions with a Catholic Faith perspective within their own lives, regarding substance use and abuse. Students will apply the decision making model (See, Judge, Act, Evaluate) to problem solve real life situations relevant to their own lives.

Strand(s) and Expectations:

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*

A discerning believer formed in the Catholic Faith community:

- lj. recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption.

An effective communicator:

- 2b. reads, understands and uses written materials effectively;
- 2c. presents information and ideas clearly and honestly and with sensitivity to others.

A reflective and creative thinker:

- 3c. thinks reflectively and creatively to evaluate situations and solve problems.

A self-directed, responsible, life long learner who:

- 4c. takes initiative and demonstrates Christian leadership;
- 4f. applies effective communication, decision-making, problem-solving, time and resource management skills;
- 4g. examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

A collaborative contributor who:

- 5e. respects the rights, responsibilities and contributions of self and others.
- 5f. exercises Christian leadership in the achievement of individual and group goals;
- 5g. achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

A responsible citizen:

7b. accepts accountability for one's own actions.

Strands: Healthy Living and Living Skills

Overall Expectations: *At the end of grade 9, students will:*

HLV.03X demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis);

LSV.01X use appropriate decision-making skills to achieve goals related to personal health;

LSV.03X use appropriate social skills when working collaboratively with others.

Specific Expectations: *Students will:*

HL3.03X identify the major facts (e.g., environmental influences such as peer pressure, media influences, adolescent attitudes that contribute to the use of alcohol, tobacco and other drugs

HL3.05X demonstrate and use both decision-making and assertion skills with respect to media influences and peer pressure related alcohol, tobacco, and other drugs.

LS1.01X identify personal strengths and area for growth;

LS1.03X demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living.

LS2.01R demonstrate understanding of personal values that can lead to conflict;

LS2.06R identify coping skills (e.g., involvement in physical activity, talking it out, participating in alternative activities or hobbies) to deal with the internal conflict and stress that often accompanies change;

LS3.01R contribute to the success of the group verbally and non-verbally (e.g., by completing a fair share of the group task, acknowledging others contributions to the task).

Planning Notes

- Teacher will prepare a list of scenarios of real life situations.
- Teacher will be sensitive to the variety of student/family issues regarding substance use and/or abuse.
- Teacher will be sensitive to class dynamics regarding the formation of groups.
- Teacher will encourage students to respect individual feelings/opinions.

Prior Knowledge Required

- collaborative/cooperative group skills
- communication skills
- role playing skills
- knowledge and importance of time lines

Teaching/Learning Strategies

1. Students will be provided with notes on the Decision-Making Model. Teacher will lead a class discussion on the handout (see Appendix 2a).
2. In groups of three, students will examine the two scenarios using the Seeing, Judging, Acting, Evaluating model provided by the teacher and apply the decision-making model to make healthy lifestyle choices. Class discussion will follow.
3. Introduce the concept of assertion and refusal skills. Have students create a list of strategies that teenagers would use to refuse drugs. Ask them to describe the technique and its suitability in various situations. Refusal techniques that should be included are: no thanks, making an excuse, walking away, avoidance and changing the subject.

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4. Introduce the concept of peer pressure. Have students describe various situations that they would consider examples of peer pressure. Use the examples to define direct, subtle, internal or external peer pressure. In small groups, students will discuss situations involving drugs and describe the subtle and not so subtle pressures that promote drug use. Collect the responses from the groups and indicate whether they are internal or external. Review the responses noting that internal and external pressures are interrelated and that by dealing with internal pressures first, you can then deal with external pressures.

Homework Assignment: Students will complete a homework assignment that summarizes peer pressure. On a separate page (to be handed in) students are to write: three helpful things they can tell themselves if they feel pressure to use alcohol, tobacco and other drugs, and three things they can tell someone who is pressuring them to use alcohol, tobacco and other drugs.

5. In groups of four, students will be presented with five peer pressure situations and will discuss appropriate solutions to each. Class discussion will follow.
6. Students will design a 5-10 minute skit which presents a practical lesson on the dangers of Substance Use and Abuse. This skit should show what can happen, why it can happen, and how it can happen. The role playing activity should also demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of drugs. Several topics should be suggested to avoid repetition of themes. The teacher and students will develop the criteria and descriptors for a rubric to assess the learning expectation in the role playing scenarios. This will be one of the culminating activities (a unit test is the other culminating activity) for the substance use and abuse activities. Students will be given time to rehearse their skits to be presented the next day. Skit Presentation Rubric categories may include the following: Social Skills, Oral Communication, Organization and Content in conjunction with the four achievement levels

Assessment/Evaluation

1. A formative assessment by the teacher on the homework assignment to determine the students' ability to identify the major factors that contribute to drug use.
2. A formative assessment by teacher and peers of students ability to demonstrate personal strategies (e.g., decision-making and assertion skills) to deal effectively with the social influences that contribute to drug use.
3. A summative evaluation using a rubric as students demonstrate their skills in a variety of role playing scenarios.

Resources

1. Glencoe Health: A Guide to Wellness, The Reality of Drugs teachers guide, 1999
2. OPHEA. ACTION- Alcohol, Cannabis and Tobacco Health Promotion Project for Youth, Physical
ISBN: 0-921868-18-9, 1996
3. Canada, Ministry of Health and Welfare. Improving the Odds - A Tobacco - Use Prevention Resource for School Aged Youth 10-14, Ottawa, Canada, 1995
4. Addiction Research Foundation (Toronto)
5. Canadian Council on Substance Abuse
6. Substance Abuse Prevention Activities, Just for the Health of it, Unit 6

Accommodations

1. Teacher will ensure that group formation is heterogeneous in nature.
2. Teacher will adapt time restrictions to individual/group needs.
3. Teacher will adapt activities to address the needs of all exceptional students.
4. Teacher will be aware of ESL/ESD students.
5. Implement strategies recommended in student's IEP's.

Activity #5: Substance Use and Abuse Unit Test

Time: 60-80 minutes

Description

This activity will culminate the unit. The unit test will assess student achievement in the areas of knowledge/understanding, thinking and inquiry, communication and application.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: *The graduate is expected to be:*
A discerning believer formed in the Catholic Faith community:

1a illustrates a basic understanding of the saving story of our Christian faith.

An effective communicator:

- 2a. listens actively and critically to understand and learn in light of gospel values;
- 2e. uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A reflective and creative thinker:

- 3c. thinks reflectively and creatively to evaluate situations and solve problems;
- 3d. makes decisions in light of gospel values with an informed moral conscience.

A self-directed, responsible, life long learner who:

- 4f. applies effective communication, decision-making, problem-solving, time and resource management skills;
- 4g. examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

A responsible citizen:

- 7a. acts morally and legally as a person formed in Catholic traditions;
- 7b. accepts accountability for one's own actions.

Strand: Healthy Living

Overall Expectations: *At the end of Grade 9, students will*

HLV.03X demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis).

Specific Expectations: *Students will:*

- HL3.01X identify facts and myths related to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis);
- HL3.02X explain the effects of the use and abuse of alcohol, tobacco, and other drugs;
- HL3.03X identify the major facts (e.g., environmental influences such as peer pressure, media);
- HL3.04X identify the school and community resources involved in the education, prevention, and treatment of the use of alcohol, tobacco, and other drugs;
- HL3.05X demonstrate and use both decision-making and assertion skill with respect to media influences and peer pressure related to alcohol, tobacco, and other drugs.

Planning Notes

- the test must assess all areas of achievement
- the test is to be modified to meet the needs of students
- all directions regarding the writing of the test must be clear and well explained to students
- the length of the test must be appropriate for the circumstances (e.g., length of period)
- extra writing materials should be on hand if the need arises

Prior Knowledge Required

The following knowledge is required prior to the beginning of the activity

- test writing skills
- time management skills

Teaching/Learning Strategies

1. The administration of a final unit test would be the strategy used in this activity. Test items must address the four categories of achievement (knowledge/understanding, problem solving, applications and communications) including the use of case studies and/or data analysis.
2. The test should also require analysis of case studies to demonstrate knowledge of the Decision Making Model.

Assessment/Evaluation

1. A formative assessment by the teacher on the test to determine the student's ability to identify the major components of this unit.
1. A formative assessment by the teacher on the test to determine the student's ability to apply the Decision Making Model to the case studies.

Resources

1. Folkers, Gladys, Taking Charge of My Mind and Body, MN Free Spirit Publishing, Minneapolis, Minnesota, 1997.
2. Glencoe Health, Glencoe/McGraw- Hill, Woodland Hills, California, 1996.
3. Hyde, Margaret, Addictions, Gambling, Smoking and Cocaine, McGraw-Hill, New York, 1997.
4. Wekesser, Carol, Smoking Current Controversies, Greenhaven Press, San Diego, California, 1997.

Websites

1. Canadian Council on Smoking and Health (<http://www.ccsn.ca/nctn/>)
2. Council for a Tobacco-free Ontario (<http://www.opc.on.ca/ctfo/index.html>)
3. Master Anti-Smoking Page (<http://www.autonomy.com/smoke.htm>)
4. Ontario Tobacco Research Unit (OTRU) (<http://www.arf.org/otru/>)

Accommodations

1. The teacher will modify number and/or type of questions used.
2. The teacher will allow use of notes/text if required.
3. The teacher will provide alternate methods of completing answers (e.g., use of a scribe, tape recorder).
4. The teacher will provide oral testing, if necessary.
5. The teacher will use different size print.
6. The teacher will decrease number of choices in multiple choice questions.
7. The teacher will provide lists of possible choices to fill in the blank question.
8. The teacher will implement strategies recommended in student's IEP's.
9. The teacher will allow extra time to complete the test if necessary.
10. The teacher will use educational assistant/peer tutor if available.

Decision-Making Model

Seeing

- recognize the decision and look at the issues
- ask questions about who will be affected
- determine if the decision is a moral one
(Does this have to do with loving God, myself and others?)

Judging

- analyze the options / alternatives and the consequences of each
- evaluate what options would be truly loving ones
- calling upon our conscience consider . . .
 - a - what the bible says
 - b - what the Church says
 - c - what can be learned from the experience of committed Catholics

Acting

- decide to do the loving thing
- ask for God's help in putting decisions into action
- break your decision into small steps / follow through with your plan

Evaluating

- how did your decision work out?
- what are its effects on your life / on others / on your relationship with God?
- what did you learn?
- if you can change some aspect of the result for the better, do it now

see: Be With Me, Teacher's Manual, Unit Four, Theme Four: What Is The Loving Thing To Do?
page 137.

Decision-Making Scenarios

1. (Sara's situation) - Sara has just broken up with her boyfriend. She is unhappy about this situation, but realizes the relationship is over. She is now out with a group of friends driving around after seeing a movie. Someone suggests the group stop by their house to pick up a case of beer. In her depressed mood, Sara is up for anything that might numb her pain. Sara thinks about the "decision-making model" before she replies.
2. (Tom's situation) - Tom has started hanging out with a group of older teenagers. One of the guys he really admires smokes marijuana. One night Tom was offered a joint by this friend. Everyone is watching. Tom thinks about the "decision-making model" before he replies.