



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Okanagan Skaha	<b>School District</b> 67
<b>Developed by:</b> Sue Gunning	<b>Date Developed:</b> March 20, 2019
<b>School Name:</b> Connect Ed – Access Program	<b>Principal's Name:</b> Al Beckingham
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Futures 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100-120

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

Classroom setting. Projectors, guest speakers

**Course Synopsis:**

This course is designed to introduce all areas needed for a successful transition from adolescence to adulthood. It will give students hands on and experiential learning that will be used throughout their life. Areas that will be covered will include finances and taxes, healthy relationships, cooking, lifelong physical health, community service and more. This course is designed to be an experimental learning situation through the use of practical demonstrations. Evaluation will be based on performance in group and individual settings.

## Goals and Rationale:

The aim of LIFE Skills 12 is to allow students the opportunity to apply knowledge, skills and attitudes which will help them to gain an understanding and skill set that they will use every day throughout their lifetime. The students will be exposed to a variety of practices, principles, and skills used in everyday life. The culmination of this exposure/exploration will allow students to be better able to tackle the skills that may be needed throughout their lifetime. Skills and knowledge acquired via practical lab, co-operative learning and guest speakers will enhance the student's ability to address issues in their future living situations.

## Goals:

- Students will understand where to obtain resources in their community that will help with finances, family and health issues.
- Students will be able to plan and budget for a variety of needs and wishes.
- Students will begin to develop financial literacy by being able to understand bank fees, credit cards, savings options and taxes.
- Students will begin to build skills for independent living, cooking, cleaning, sewing.
- Students will develop a personal portfolio and review required documents needed for living independently, drivers licence, care card, and other identification.
- Students will learn how to fill out government forms such as passport, tax returns and IDs. They will gain an understanding of the responsibilities of the different levels of government and will know the appropriate methods of obtaining government information.
- Health- food guide, health conditions and appropriate ways of dealing with them
- Students will learn about healthy relationships, they will explore the differences between healthy and unhealthy relationships and will learn communication and boundary making skills to help them establish healthy relationships.
- Students will learn the difference between Mental health and mental illness. They will learn skills and techniques to better their mental health and will learn about common mental illnesses and their contributing factors. They will also explore the connections between health body and healthy mind.

## Aboriginal Worldviews and Perspectives:

*“Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).” (First Peoples Principles of Learning)*

Personal health and nutrition are important to all of us, and going through the self-examination and experiential learning that takes place in this course will have an impact for a lifetime. Many facets of this course will closely align with the First People Principles of Learning. ( Use of medicine wheel)

### BIG IDEAS

Services and products can be designed through consultation and collaboration

Tools and technologies can be adapted for specific purposes..

**Networking** and developing **community connections** can have long term benefits

Setting personal health and fitness goals and beginning to design a program to help achieve them, will increase overall health and **well-being**.

Establishing positive attitudes towards resources and community services can have **lifelong impact**.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><i>Students are expected to be able to do the following:</i></p> <p>Applied Design:</p> <ul style="list-style-type: none"> <li>• Observe and research the context of a meal and/or recipe preparation task or process</li> <li>- engage in research and observation to determine different service opportunities</li> </ul> <p>Defining:</p> <ul style="list-style-type: none"> <li>- identify potential users or consumers for chosen meal or recipe design</li> <li>- Analyze <b>health messages</b> from a variety of sources and describe their potential influences on health and well-being</li> <li>- describe components of recipe development and modification,</li> <li>- analyze and critique a variety of <b>myths</b> and fads</li> <li>- identify criteria for each community service and list their <b>target audience</b> and possible constraints for service</li> <li>- identify criteria for success, intended <b>valued impact, constraints</b> and possible consequences</li> <li>-be able to practice <b>empathy</b> and define the difference between empathy and</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• meal and recipe design opportunities</li> <li>• components of recipe development and modification,</li> <li>• reading <b>food labels</b> and looking at labelling roles and responsibilities of government agencies and food companies</li> <li>- Ethics of <b>cultural appropriation</b></li> <li>- factors involved in <b>interpersonal relationships</b>, including types, roles and functions</li> <li>- nature of committed relationships, including the <b>influences of community and culture</b></li> <li>- factors involved in ending relationships</li> <li>- components of <b>healthy relationships</b> and how to thrive and reciprocate in a variety of interpersonal relationships</li> <li>- indicators of unsafe relationships and actions to ensure safety of self and others</li> </ul>

sympathy-

- be able to state the difference between mental health and mental illness

Making:

- meal plan within a budget.
- Make simple repairs to clothing items such as repair rips, sew buttons, hem pants.
- Identify appropriate tools, technologies, materials, processes, and time needed for production, and where/how these could be available
- Use **project management processes** when working individually or collaboratively to coordinate production

Sharing:

- Decide how and with whom you will share information
- critically reflect on design thinking and processes, and identify new design goals
- assess their ability to work individually and collaboratively, include the ability to share and maintain an efficient co-operative workspace

Applied Skills

- apply safety procedures
- apply safe and supportive interpersonal strategies and communications, both face to face and digital
- apply audience appropriate **interviewing and consultation etiquette**
- apply a variety of communication skills such as using “I” statements and
- apply a variety of techniques to use to aid in
- Identify and describe how I am influenced by my mental and physical health
- Identify and describe the influences of others on my mental and physical health
- analyze the role technology plays in mental wellness

- interpersonal relationship **communication styles and strategies**
- cultural sensitivity and etiquette, including ethics and **cultural appropriation**

**Critical Thinking**

- Explore and analyze the effects of various communication styles
- Create and implement a meal plan within a budget
- Identify and describe how different activities influence the muscular system and the cardiovascular system

**Social responsibility**

- Demonstrate appropriate behaviours in different types of activities and environments
- Apply safety practices in different types of activities, for self and others

## Big Ideas – Elaborations

**Networking:** building and keeping track of, a community of people/resources that you can call on for a variety of purposes

**Community connections:** learning of the services within your community and knowing how to connect with those services

**Lifelong impact:** being able to access and utilize learned information throughout a lifetime

**Well-being:** The state of being happy, healthy or prosperous

## Curricular Competencies – Elaborations

**Health messages-** online advertising and information about health, nutrition and wellness

**Myths-** misinformation and/or exaggerations about diet, nutrition and wellness (and relationships)

**Target audience-** the group of people the service is designed for

**Valued impact-** services based on what people are hoping for so input is needed

**Constraints-** limiting factors such as availability, expense, space, materials, time, environmental impacts

**Empathy-** being able to understand the feelings, values and beliefs of other people

**Project management processes-** setting goals, planning, organizing, and monitoring goals of service

**Interviewing and consultation etiquette-** protocols for interviews including confidentiality, informed consent, may require cultural protocols

## Content – Elaborations

**Food Labels-** nutrition facts, health claims, ingredients, calories

**Interpersonal relationships-** including social, family, romantic, workplace and community

**Influences of community and culture-** for ex.; religious beliefs and cultural expectations, regulations and laws, dating norms, arranged marriages, family roles

**Healthy relationships-** including trust, mutual support, clear limits and boundaries, honesty

Include unhealthy for contrast; mistrust, jealousy, isolation, control, fear

**Communication styles and strategies-** taking into consideration:

verbal and non-verbal,

digital and face to face,

various audiences – casual social and peer group interactions vs more formal

**Cultural appropriation-** using or sharing a cultural motif or “voice” without permission, without appropriate context or in a way that may misrepresent the real experience from whose culture it is drawn

**Recommended Instructional Components:**

Direct Instruction

Guest Speaker

Demonstrations

Videos

Practical and experiential

learning

Group and Partner Work

On line research

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Formative:

Journals and logs to document programs

Self-assessment and reflection on personal progress

Summative:

Daily participation marks

Evaluation of student logs

Goal setting and reflection assignments

Tests and quizzes

**Learning Resources:**

Various digital resources for exercise instruction, nutrition, and trends in the fitness industry

Example: Canada's food guide

Aboriginal perspectives: the medicine wheel

<http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>