

Orientation to the
Health and Career
Education 8 and 9 IRP

2005



HEALTH AND CAREER
EDUCATION 8 AND 9

Integrated Resource Package 2005



HP 133

Part 1: What Is HCE 8 and 9?

- ❖ How does Health and Career Education 8 and 9 fit into the K-12 Education Plan?
- ❖ How was HCE 8 and 9 developed?
- ❖ What's the difference between HCE 8 and 9 and CAPP 8 and 9?
- ❖ What topics does HCE 8 and 9 address?

How does HCE 8 and 9 fit into the K to 12 Education Plan?

- all students are required to take HCE 8 and 9
- HCE 8 and 9 replaces the 8-9 portion of Career and Personal Planning 8-12 (1995)

How was HCE 8 and 9 developed?

- based on recommendations from the *Personal Planning K to 7/Career and Personal Planning 8 to 12 Curriculum Review Report (2001)*
- written by a team of educators
- draft was reviewed by partners in education, including parents, students, and stakeholder groups
- revised based on responses received
- optional implementation begins September 2005
- full implementation begins September 2006

What's the difference between HCE 8 and 9 and CAPP 8 and 9?

CAPP 8 and 9 (1997)
Curriculum Organizers

- Planning Process
- Personal Development
- Career Development

HCE 8 and 9 (2005)
Curriculum Organizers

- Education and Careers
- Health

How does HCE 8 and 9 relate to earlier and later grades?

- continuum of learning from K to 10
- some topics appear at more than one grade to emphasize their importance and to allow for developmental learning

- HCE K-7 (2006—draft under development)



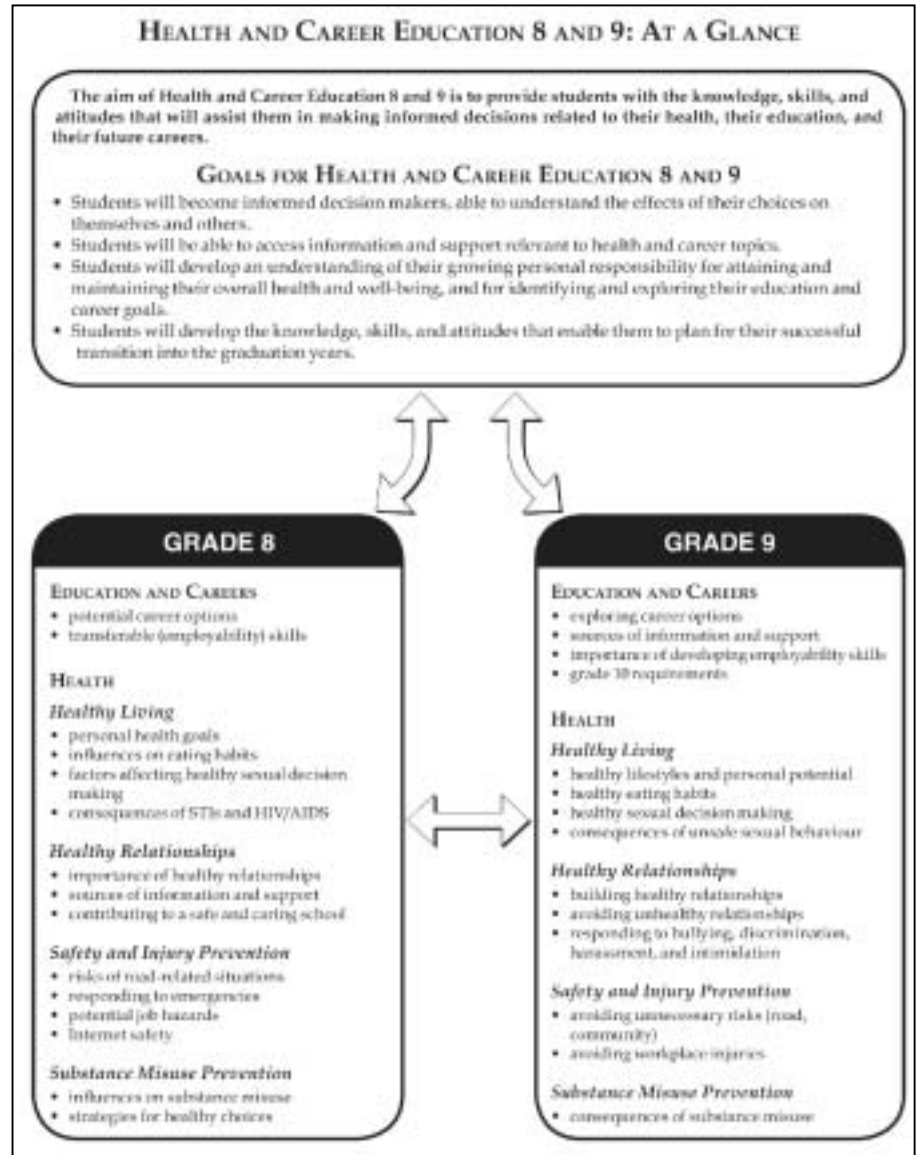
- HCE 8 and 9 (2005)



- Planning 10 (2004)

What topics does HCE 8 and 9 address? p. 7

Health and Career Education 8 and 9: At a Glance



Overall Objective for HCE 8 and 9

to develop attitudes, skills, and knowledge that will help students to make a successful transition into the Graduation years:

- informed decision making
- accessing information
- personal responsibility

Curriculum Organizer: Education and Careers

suggested timeframe:

grade 8 = approx 7 hours grade 9 = approx 9 hours

students learn about ways of supporting their education and career options:

- exploring careers (e.g., job shadowing, volunteering)
- relating employability skills to school, leisure, and future jobs
- support networks
- relating personal attributes to education and career options

Curriculum Organizer: Health

suggested timeframe:

grade 8 = approx 38 hours grade 9 = approx 36 hours

helping students learn how to make informed decisions about their health:

- characteristics of healthy lifestyles
- healthy eating
- healthy sexual decision making
- healthy relationships
- prevention of HIV and STIs
- road safety
- responding to emergencies
- safe communications
- job safety
- substance misuse prevention

Part 2: What's in the HCE 8 and 9 IRP?

- ❖ What is an IRP?
- ❖ What are the components of the Health and Career Education 8 and 9 IRP?

What Is an IRP?

IRP stands for Integrated Resource Package.

IRPs:

- are provincial curriculum documents
- set provincial standards for what students are expected to know and be able to do
- are written by educators
- are produced by the Ministry of Education

What are the components of the HCE 8 and 9 IRP?

- Introduction
 - Rationale
 - Goals
 - Curriculum Organizers
 - Suggested Timeframe
 - Considerations for Program Delivery
- Prescribed Learning Outcomes
- Student Achievement
 - Key Elements
 - Suggested Achievement Indicators
- Classroom Assessment Model
- Learning Resources
 - Recommended Learning Resources (Grade Collections)
 - Selected Web Sites
- Glossary

Introduction

provides general information about the IRP, including:

- Curriculum Overview
- a graphic organizer—Health and Career Education 8 and 9: At a Glance
- Considerations for Program Delivery

Curriculum Overview

provides specific information about HCE 8 and 9, including:

- rationale for the subject
- goals
- descriptions of curriculum organizers and suborganizers
- suggested timeframe for each curriculum organizer

Suggested Timeframe

- average number of hours per curriculum organizer
- provided to help teachers plan for instruction and assessment
- time totals 45 hours for each grade to allow for flexibility
- suggested only

Curriculum Organizer	Suggested Timeframe (average)
GRADE 8	
Education and Careers	7 hours
Health	38 hours
GRADE 9	
Education and Careers	9 hours
Health	36 hours

Considerations for Program Delivery

information to help schools plan for program delivery, including:

- addressing local needs
- involving parents/guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, accessibility, and equity
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright

Prescribed Learning Outcomes

- legally mandated content standards
- required attitudes, skills, and knowledge
- what students are expected to know and be able to do
- expectations for all students

PRESCRIBED LEARNING OUTCOMES

GRADE 8

It is expected that students will:

EDUCATION AND CAREERS

- describe how personal attributes can be related to career options
- identify skills that are transferable to new tasks and situations within and outside the school, including:
 - personal management skills
 - academic skills
 - teamwork skills

HEALTH

Healthy Living

- set personal goals for attaining and maintaining a healthy lifestyle
- analyse influences on eating habits, including family, peers, and media
- identify factors that influence healthy sexual decision making
- demonstrate an understanding of the consequences of contracting sexually transmitted infections including HIV/AIDS (e.g., symptoms, short-term and long-term health issues)

Healthy Relationships

- assess the importance of healthy relationships (e.g., with friends, family, teachers, mentors)
- identify school and community sources of information and support for individuals in unhealthy, abusive, or exploitative relationships (e.g., school counsellor, help line)
- describe ways in which they can contribute to a safe and caring school environment

Safety and Injury Prevention

- assess the potential risks associated with a variety of road-related situations
- describe appropriate procedures for responding to emergencies (e.g., be prepared, ensure there is no further danger to self or others, know how to access help)
- assess the potential hazards associated with various jobs (e.g., garden work, babysitting, newspaper delivery, snow shovelling)
- propose strategies for the safe use of wireless and online communications (e.g., cell phones, Internet, PDAs)

Substance Misuse Prevention

- analyse influences related to substance misuse (e.g., friends, family, media)
- propose strategies that can assist youth in making healthy choices related to substance use (e.g., assertive communication, refusal/delay/negotiation skills, avoidance of risk situations, participating in alternative activities)

Note: Some of the prescribed learning outcomes in the Health curriculum require address topics that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding opting for alternative delivery: <http://www.ed.gov.bc.ca/edpolicy/>

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Key Elements

- descriptions of content
- help determine the intended depth and breadth of prescribed learning outcomes
- by curriculum organizer and suborganizer
- can be used as a course overview or outline

STUDENT ACHIEVEMENT • Grade 8	
GRADE 8	KEY ELEMENTS
EDUCATION AND CAREERS <ul style="list-style-type: none"> • relating personal attributes (e.g., interests, skills, ideal) to potential career options • transferable/employability skills (e.g., personal management skills, academic skills, teamwork skills) 	
HEALTH	
Healthy Living <ul style="list-style-type: none"> • personal health goals and strategies for meeting these goals • influences on eating habits (e.g., family, peers and media) • factors affecting healthy sexual decision making (e.g., personal and family values and expectations, knowing and communicating boundaries, media, access to accurate information, risky situations, substance misuse) • consequences of STIs and HIV/AIDS 	
Healthy Relationships <ul style="list-style-type: none"> • assessing importance of healthy relationships • school and community sources of information and support for unhealthy relationships • specific behaviours contributing to safe and caring schools (e.g., respect for diversity, free from bullying, harassment, and intimidation; inclusive social environment) 	
Safety and Injury Prevention <ul style="list-style-type: none"> • risks of various road-related situations (e.g., road racing, riding with an impaired driver, drowsy, active transportation without protective gear) • responding to emergencies (e.g., be prepared, know how to access help and/or first aid) • potential hazards of various jobs (e.g., garden work, babysitting, newspaper delivery, snow shovelling) • strategies for safe use of Internet and wireless communications 	
Substance Misuse Prevention <ul style="list-style-type: none"> • positive and negative influences on decision making related to substance use (e.g., friends, family, media, curiosity) • strategies for making healthy choices (e.g., assertive communication, knowing when to seek help, avoiding higher-risk situations) 	

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Achievement Indicators

- identify specific level of attitudes, skills, or knowledge in relation to a corresponding prescribed learning outcome
- one learning outcome can have several achievement indicators
- help guide classroom assessment
- suggested, not prescribed

STUDENT ACHIEVEMENT • Achievement Indicators—Grade 8	
GRADE 8	
<p>HEALTH Students analyse a variety of factors that affect their health decisions, and consider the consequences of their decisions on various aspects of their short-term and long-term health.</p> <p><i>Note:</i> Some of the prescribed learning outcomes in the Health curriculum organizer address topics that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding opting for alternative delivery: http://www.school.gov.bc.ca/policy/</p>	
Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>It is expected that students will:</p> <p>Healthy Living</p> <ul style="list-style-type: none"> • set personal goals for attaining and maintaining a healthy lifestyle 	<p>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome. Students who do not fully meet the prescribed learning outcome are able to:</p> <ul style="list-style-type: none"> ❑ list factors that contribute to emotional health and well-being (e.g., having effective coping strategies and stress management techniques, knowing how to set boundaries, having trusted friends and adults to talk to about problems, self-esteem, getting adequate sleep, balancing the number of activities) ❑ list factors that contribute to physical health and well-being (e.g., adequate nutrition, enjoyable physical activity, sufficient sleep, being tobacco-free, access to accurate information for now and changing health issues) ❑ create a list of potential personal goals related to physical and emotional health (e.g., "I will respect the ways my body is growing and changing," "I will talk to a trusted adult about my problems," "I will participate regularly in activities that I find enjoyable and rewarding," "I will remain tobacco-free," "I will go to a bed at a reasonable time in order to get the sleep my body needs," "I will not later to or pass on rumors and gossip," "I will learn a new relaxation technique.") ❑ based on class discussions and activities, describe potential strategies for reaching their goals for physical and emotional health.
<ul style="list-style-type: none"> • analyse influences on eating habits, including family, peers, and media 	<ul style="list-style-type: none"> ❑ analyse various influences on personal food choices, including: <ul style="list-style-type: none"> - media (e.g., advertising, food labels, magazine articles, web sites, popular culture, fads) - peers and family (e.g., tastes, availability, budget, group vs. individual choices)

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Classroom Assessment Model

- a series of units for each grade provided to help teachers plan classroom assessment
- presented by grade, curriculum organizer, and suborganizer/topic
- addresses all of the prescribed learning outcomes for each grade
- suggestions only

Classroom Assessment Model

includes a variety of assessment tasks to address a range of learning styles and to help make learning relevant for all students

- case studies
- role plays
- guest speakers
- charts
- research projects
- journals
- brainstorming
- presentations
- discussions
- worksheets
- posters, models, diagrams
- simulations
- debates

Classroom Assessment Model

includes a variety of assessment approaches to promote assessment for learning and assessment as learning, and to help students promote their own achievement

- teacher assessment
- self-assessment
- peer assessment
- journals, learning logs
- personal contracts
- written and oral tests
- questionnaires
- portfolios
- student-teacher conferences
- individual and group presentations

Assessment Overview Table

suggestions and guidelines for classroom-based assessment and grading

HEALTH AND CAREER EDUCATION 8: ASSESSMENT OVERVIEW TABLE							
The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Health and Career Education for grade 8.							
Curriculum Organizers / Suborganizers	Suggested Time Allotment	Suggested Assessment Activities	Suggested Weight for Grading	Number of Outcomes	Number of Outcomes by Domain*		
					Cognitive Domain		
					K	U & A	HMP
EDUCATION AND CAREERS	Average number of hours = 7	<ul style="list-style-type: none"> written assignments journals/learning logs illustrative diagrams self-inventories group projects reflections 	25%	2	2	0	0
HEALTH <ul style="list-style-type: none"> Healthy Living Healthy Relationships Safety and Injury Prevention Substance Abuse Prevention 	Average number of hours = 38	<ul style="list-style-type: none"> group presentations worksheets research displays and summaries group projects selected response quizzes written summaries personal pledges/contracts peer instruction role plays journals/learning logs social responsibility performance standards 	75%	13	4	2	7
TOTAL:	45 Hrs**		100%	15	6	2	7

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. In HCE 8 and 9, learning outcomes address the cognitive domain, with affective learning embedded throughout. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

** Although the instructional time recommended for Health and Career Education at the grade 8 level is roughly equivalent to 50 hours, the 45 hour total listed allows some flexibility to address local needs.

Assessment Units

- arranged by suborganizer and topic
- each section addresses clusters of learning outcomes and achievement indicators

CLASSROOM ASSESSMENT MODEL • Grade 8

Substance Misuse Prevention

Prescribed Learning Outcomes

If it is expected that students will:

- analyze influences related to substance misuse (e.g., friends, family, media)
- propose strategies that can assist youth in making healthy choices related to substance use (e.g., assertive communication, refusal/delay/avoidance skills, avoidance of risk situations, participating in a broad range of activities)

Suggested Achievement Indicators

The following set of indicators may be used to assess student achievement for the prescribed learning outcomes above. Students who have fully met the prescribed learning outcomes are able to:

- ☑ with teacher and peer support, identify situations where youth are challenged to make decisions about substance misuse (e.g., raves, parties, new and unfamiliar social groupings) using specific examples, describe how various influences (e.g., friends, family, media, curiosity) might have a positive or a negative effect on a person's decisions related to substance misuse
- ☑ assess the relevance of various influences on decision making related to substance misuse
- ☑ with teacher support, identify and describe healthy ways of coping with insecurity, stress, and other emotional issues as alternatives to substance misuse (e.g., physical activity, healthy communication, relaxation techniques)
- ☑ identify and describe healthy ways of having fun as alternatives to substance misuse (e.g., sports, recreational activities, volunteering, group activities in the community)
- ☑ outline a variety of strategies that youth can use to make healthy choices related to substance misuse (e.g., assertive communication, including deflection, refusal, delay, or negotiation skills; knowing when to seek help; avoiding high-risk situations; not consuming any unknown substance; knowing how to access accurate information)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p>Gallery walk, journal</p> <ul style="list-style-type: none"> • Display blank sheets of chart paper around the room with the headings "Friends," "Family," "Self," "Media," and "Other." Ask students to circulate around the room and suggest how each group might influence decisions regarding substance misuse. Ask students to circulate again and identify (e.g., using coloured sticks or pens) which are positive and which are negative influences. 	<ul style="list-style-type: none"> • Ask students to complete a journal entry that includes a list of the most relevant positive and negative influences on substance use decisions for adolescents (from friends, family, media, and other sources), as well as personal characteristics such as a positive sense of self, stress, insecurity, and curiosity). Ask them to also provide an explanation of why they think these factors are the most influential.

(continued next page)

30 • EDUCATION CURRICULUM DESIGN FOR GRADE 8

Assessment Units

- Planning for Assessment provides information to set up the assessment task
- each Assessment Strategy directly corresponds the activity in the Planning for Assessment column
- assessment strategies list specific criteria for teacher, peer, or self-assessment

CLASSROOM ASSESSMENT MODEL • Grade 8	
Substance Misuse Prevention (continued)	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p>DEVELOP EVIDENCE</p> <ul style="list-style-type: none"> Use videos, print, Internet, or other resources to access to evidence, and design substance misuse issues students consider relevant. Include a focus on specific strategies young people can use to make healthy choices related to substance misuse. <p>Challenge students, working in small groups, to create a "Dear expert" letter, writing a what-ifs-to-a-fact-finder scenario dealing with a specific problematic substance use issue (e.g., someone who wants to quit smoking, a student who drinks alcohol every day, someone who wants to quit taking drugs, someone who is being pressured to try drugs at a party, a student who is concerned about a friend's use of alcohol, someone seeking accurate information about a particular substance).</p>	<ul style="list-style-type: none"> Have groups trade letters with another group to develop an appropriate response to the problem. (Note: it may be appropriate to review students' letters for suitability before having them trade with another group.) Provide opportunities for peer assessment based on class-determined criteria such as the extent to which the letter responses addressed: <ul style="list-style-type: none"> identification of the influences affecting the person in the letter strategies for responding to the situation (e.g., assertive communication, including: definition, refusal, delay, or negotiation skills; knowing when to seek help; avoiding high-risk situations; not consuming any unknown substance; knowing how to access accurate information) relevant locally available resources of support and information. <p>As an optional extension, have students create a pamphlet or poster for a younger audience to educate about the dangers of substance misuse, or create a booklet of alternative activities to the substance.</p>
<p>Recommended Learning Resources (March 2009):</p> <ul style="list-style-type: none"> bc substancec: A Substance Prevention Resource for Teachers, Grade 8 Exploring the Issues: Teens – Alcohol and Other Drugs Health for Life 2 Targeted 15-Use Television and Internet Commercials: Try To Get You Hooked 	

Assessment Units

- recommended learning resources relate to the specific learning outcomes for that section but not necessarily to the assessment activities

CLASSROOM ASSESSMENT MODEL • Grade 8	
Substance Misuse Prevention (continued)	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p>DEVELOP EVIDENCE</p> <ul style="list-style-type: none"> Use videos, print, Internet, or other community resources to research, identify, and discuss substance misuse issues students consider relevant. Include a focus on specific strategies young people can use to make healthy choices related to substance misuse. <p>Challenge students, working in small groups, to create a "Dear expert" letter, writing a solution to a fictitious scenario dealing with a specific problematic substance use issue (e.g., someone who wants to quit smoking, a student who drinks alcohol every day, someone who wants to quit taking drugs, someone who is being pressured to try drugs at a party, a student who is concerned about a friend's use of alcohol, someone seeking accurate information about a particular substance).</p>	<ul style="list-style-type: none"> Have groups trade letters with another group to develop an appropriate response to the problem. (Note: it may be appropriate to review students' letters for suitability before having them trade with another group.) Provide opportunities for peer assessment based on class-determined criteria such as the extent to which the letter responses addressed: <ul style="list-style-type: none"> identification of the influences affecting the person in the letter strategies for responding to the situation (e.g., assertive communication, including: definition, refusal, delay, or negotiation skills; knowing when to seek help; avoiding high-risk situations; not consuming any unknown substance; knowing how to access accurate information) relevant locally available resources of support and information. <p>As an optional extension, have students create a pamphlet or poster for a younger age group to educate about the dangers of substance misuse, or create a booklet of alternative activities to the community.</p>
<p>Recommended Learning Resources (March 2005):</p> <ul style="list-style-type: none"> bc substance.ca: A Tobacco Prevention Resource for Teachers, Grade 8 Exploring the Issues: Teens – Alcohol and Other Drugs Health for Life 2 Targeted 15: Television and Alcohol Companies Try To Get You Hooked 	

Assessment Units

- sample assessment instruments are provided at the end of each grade
- contain criteria specific to one or more of the suggested assessment activities for that grade

Classroom Assessment Tools • Grade 7

Assessment Instrument
SAFE COMMUNICATIONS HANDBOOK

Name: _____

Type of witness or _____

• communication _____

• the potential risk clearly identified _____

• a revision of the witness and/or _____

The most important _____

Teacher comments _____

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Classroom Assessment Tools • Grade 8

Assessment Instrument
HEALTH GOALS

Name: _____ Date: _____

Include at least one goal for physical health:		<input checked="" type="checkbox"/>
Include at least one goal for emotional health:		
Strategies for achieving each goal:		
Criteria—To what extent:		Rating (1-4)
	Self	Teacher
• are the goals stated in specific terms		
• are the goals stated in measurable terms		
• are the goals stated in timely terms		
• are strategies for achieving goals clearly articulated		
• do strategies for achieving each goal relate to factors that contribute to physical and emotional health (e.g., adequate nutrition, enjoyable physical activity, sufficient sleep, being tobacco-free, access to accurate information for new and changing health issues)		
Teacher comments:		

Key: 1 = Not Specific Expectations, 2 = Needs Expectations (Minimal Level), 3 = Fully Meets Expectations, 4 = Exceeds Expectations

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Learning Resources

- Grade Collections (recommended learning resources) for HCE 8 and 9
- include some newly recommended resources and some resources previously recommended for CAPP 8 and 9
- Current as of March 2005; for latest updates go to http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm



a sample of the recommended learning resources for HCE 8 and 9

Learning Resources

- suggested web sites to support the curriculum
- for teachers and/or students
- suggested only: web sites do not have recommended status and need local approval

LEARNING RESOURCES • Selected Web Sites

SELECTED WEB SITES

Although the following web sites do not have Recommended status, they have been provided in support for teachers in instruction and assessment in Health and Career Education 8 and 9. As with all supplementary resources, local approval is required before use. Teachers should preview the sites in order to select those that are appropriate for use by their students, and must also ensure that students are aware of school district policies on internet and computer use.

The selected web sites are not intended to represent an exhaustive list; rather, these sites, current as of February 2005, represent a "starter set" of potentially useful sites relevant to one or more of the curriculum objectives of the HCE 8 and 9 curriculum. Many of the sites also link to additional resources for teachers and students.

In the following annotations, quotation marks indicate site-provided descriptions.

Achieve BC
http://www.achievethe.org/bcprod/bc/level/initial/ed/home/da/achieve_achieveBC_Use
 "This web site brings together the latest educational tools and information for promoting learning and achievement in early childhood, grade school, post-secondary education, and the world of work."

Active Healthy Kids Canada
<http://www.actsofhealthykids.ca/>
 Active Healthy Kids Canada focuses on providing a platform to instigate positive change for Canada's children and youth. Active Healthy Kids Canada has developed the following programs: Act! 6, Ready, Set, Go! and Youth Summit.

Assembly of First Nations
<http://www.afn.ca/>
 Follow the Health link to access resources on a variety of relevant topics, including tobacco, HIV/AIDS, fetal Alcohol Syndrome, and mental health.

AYN Health (Aboriginal Youth Network)
<http://www.ayn.ca/health/en/default.asp>
 This site includes information about a range of health topics (including abuse, addictions, body image and puberty, substance misuse, sex and pregnancy, and safety) geared specifically for Aboriginal youth.

Be Web Aware (Media Awareness Network)
<http://www.bewebaware.ca/english/default.aspx>
 "Be Web Aware is a national, bilingual public education program on internet safety. The objective of everyone involved in this project is to ensure young Canadians benefit from the Internet, while being safe and responsible in their online activities." The primary target audience is parents, but the site contains information relevant to school contexts.

BC Anti-Racism and Multiculturalism Program
http://www.gov.bc.ca/arc/en/arc/arc_bcamp.htm
 "The primary goal of the BC Anti-Racism and Multiculturalism Program (BCAMP) is the elimination of racism in British Columbia. Its objectives are: to provide multicultural and anti-racism education, to develop community partnerships and facilitate cross-cultural dialogue, and to provide critical responses to racism and hate."

BC Centre for Disease Control
<http://www.bccdc.org/>
 "The BC Centre for Disease Control (BCCDC) is British Columbia's Centre of Excellence for the prevention, detection, and control of communicable disease, and a provider of specialty health support and resource services."

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Glossary

- defines selected terms used in the IRP

GLOSSARY

This glossary defines selected terms used in this Integrated Resource Package as they pertain to Health and Career Education 8 and 9. It is provided for clarity only, and is not intended to be an exhaustive list of terminology related to the topics in this curriculum.

A **active transportation**
Includes cycling, skating (e.g., skateboards, inline skates, scooters), and walking.

B **Blog**
Short for "web log," an online journal viewable to the public where the writer posts regular entries about her or his personal experiences, interests, opinions, etc.

E **employability skills**
Refers to abilities and attributes—such as communication, numeracy, problem solving, positive attitude, time management, adaptability, continuous skill development, and teamwork—that can contribute to success in any workplace. Employability skills are important for job seeking, job keeping, and career advancement. Employability skills are also sometimes referred to as "transferable skills."

F **food guide**
Any categorization of food groups designed to aid in the planning of healthy eating. Canada's Food Guide to Healthy Eating is the most common tool, but other tools can be used to guide nutritional choices (e.g., Chinese food pagoda, native food guides, vegan food guide).

H **health**
Refers to physical, social, and emotional (mental) well-being. Optimal health is a state of complete well-being in each dimension, and is not merely the absence of disease or infirmity.

HIV/AIDS
HIV stands for Human Immunodeficiency Virus. It is the virus that causes AIDS (Acquired Immuno-Deficiency Syndrome), a serious and potentially fatal disease for which there are treatments but currently no cure. HIV is spread through contact with infected body fluids.

I **Internet bullying**
Refers to harassment that takes place using an electronic medium. Also known as cyber-bullying or digital bullying, Internet bullying can occur through e-mails, instant messaging, text messaging, chat rooms, online voting booths, or other electronic means.

Internet safety
Considerations for physical and emotional safety and privacy issues in relation to a variety of online activities, including chat rooms, blogs, instant messaging, cyber-stalking, cyber-harassment, etc.

P **PDA**
Short for Personal Digital Assistant, a catchall term for a variety of types of hand-held electronic organisers and communication devices. Many PDAs have cell phone, e-mail, and/or Internet capabilities.

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For more information

Full text of all current IRPs and other curriculum information is available at <http://www.bced.gov.bc.ca/irp/irp.htm>