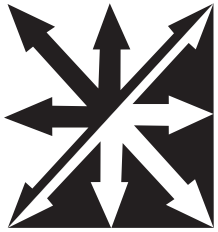


Classroom Assessment Model

Health and Career Education 8 and 9

The Classroom Assessment Model outlines a series of assessment units for Health and Career Education 8 and 9. These units have been structured by curriculum organizer and topic for each grade level. All of the prescribed learning outcomes for each grade are addressed.

This organization is not intended to prescribe a linear means of course delivery. Teachers are encouraged to address the learning outcomes in any order, and to combine and organize the units to meet the needs of their students and to respond to local requirements. Some students with special needs may have learning outcomes set for them that are modified and documented in their Individualized Education Plan (IEP). For more information, see the section on Inclusion, Equity, and Accessibility for All Learners in the Introduction to this IRP.

Considerations for Instruction and Assessment in Health and Career Education 8 and 9

It is highly recommended that parents and guardians be kept informed about all aspects of Health and Career Education 8 and 9. For suggested strategies for involving parents and guardians, refer to the Introduction to this IRP.

Teachers are responsible for setting a positive classroom climate in which students feel comfortable learning about and discussing topics in HCE 8 and 9. Guidelines that may help educators establish a positive climate that is open to free inquiry and respectful of various points of view can be found in the section on Establishing a Positive Classroom Climate in the Introduction to this IRP.

Teachers may also wish to consider the following:

- Involve students in establishing guidelines for group discussion and presentations. Guidelines might include using appropriate listening and speaking skills, respecting students who are reluctant to share personal information in group settings, and agreeing to maintain confidentiality if sharing of personal information occurs.
- Promote critical thinking and open-mindedness, and refrain from taking sides on one point of view.
- Develop and discuss procedures associated with recording and using personal information that may be collected as part of students' work for the purposes of instruction and/or assessment (e.g., why the information is being collected, what the information will be used for, where the information will be kept; who can access it—students, administrators, parents; how safely it will be kept).
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential. For more information, see the section on Confidentiality in the Introduction to this IRP.

Classroom Assessment and Evaluation

Teachers should consider using a variety of assessment techniques to assess students' abilities to meet the prescribed learning outcomes. Tools and techniques for assessment in Health and Career Education 8 and 9 can include:

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- video (to record and critique student demonstration)
- written tests, oral tests (true/false, multiple choice, short answer)
- worksheets
- portfolios
- student-teacher conferences.

Assessment in HCE 8 and 9 can also occur while students are engaged in, and based on the product of, activities such as:

- case studies and simulations
- group and class discussions
- brainstorms, clusters, webs
- research projects
- role plays
- charts and graphs
- posters, collages, models, web sites
- oral and multimedia presentations
- peer teaching
- personal pledges or contracts.

For more information about student assessment, refer to the section on Student Achievement.

Goal Setting, Decision Making, and Problem Solving

One of the key themes in Health and Career Education 8 and 9 is informed decision making. Although there are many models of decision making, problem solving, and goal setting, the information in the chart provided here **(Steps in Goal Setting, Decision Making, and Problem Solving**) can be used as a starting point.

Problem solving and decision making should be seen as processes for exploring possibilities and opportunities; in this context, a "problem" is not necessarily a negative circumstance.

In assessing decision making, problem solving, and goal setting, it is important to focus on the **process**—whether the student demonstrates thoughtful and critical examination of the situation. In most cases, it is not appropriate to assess the goal or decision itself.

Case Studies and Role Plays

Case studies and role plays are both excellent strategies for HCE 8 and 9, particularly in addressing the emotional and personal issues present in the curriculum expectations.

Several activities throughout the Classroom Assessment Model suggest the use of case study and role play scenarios. These scenarios may be print or video based, and can be developed by teachers, created by students, derived from recommended learning resources, collected from news media, or found online.

Information and Communications Technology

The Health and Career Education 8 and 9 curriculum requires students to be able to use and analyse the most current information to make informed decisions on a range of topics. This information is often found on the Internet as well as in other information and communications technology resources. When organizing for instruction and assessment, HCE 8 and 9 teachers should consider how students will best be able to access the relevant technology, and ensure that students are aware of school district policies on Internet and computer use.

Guest Speakers

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to diverse points of view, providing opportunities for discussion and debate, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Speakers relevant for HCE 8 and 9 could include health care professionals, community leaders, employment counsellors, people who have met and overcome life challenges, employers or employees in specific fields, elders, and other content experts.

To help achieve a successful guest speaker activity:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure that the guest speakers are clear about their purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

Media Analysis

Much of the information that the public receives about health, education, and employment issues is received through media messages—in newspapers and magazines, on television and radio, and on the Internet. Analysis of media messages is a valuable component of Health and Career Education 8 and 9, and allows students to think critically and independently about issues that affect them.

The following concepts of media education are examples of the ways in which teachers and students can examine a range of media messages relevant to HCE 8 and 9.

- *Purpose:* People make media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.
- *Values:* Media messages communicate explicit and implicit values.
- *Representation:* Media messages are constructed; they are only representations of real or imaginary worlds.
- *Codes, Conventions, and Characteristics:* Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.
- *Production:* People who understand the media are better able to make purposeful media messages.
- *Interpretation:* Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.
- *Influence of Media on Audience:* Media messages can influence people's attitudes, behaviours, and values.
- *Influence of Audience on Media:* People can influence media institutions and the messages they produce and transmit.
- *Control:* People who control a society's dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
- *Scope:* Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.

Steps in Goal Setting, Decision Making, and Problem Solving

Goal Setting

state purpose for goal—visualize and describe the ideal end product

↓

define the goal in specific, realistic, measurable, and timely terms

↓

break down long-term goals into manageable short-term steps

↓

create a timeline for each step in the goal

↓

identify potential challenges to meeting the goal, and identify ways to overcome those challenges

↓

identify sources of support for reaching the goal

↓

carry out the goal steps

↓

re-evaluate the goal periodically and adjust as necessary

(each of these steps can be revised and repeated as necessary)

Decision Making

identify the decision or issue

↓

visualize the ideal outcome

↓

identify (brainstorm) a range of alternative solutions

↓

assess the pros and cons of each alternative (and their consequences) for self and others
- in terms of logistics (time, effort, resources; cost-benefit)
- in terms of personal values
- in relation to societal norms

↓

select and articulate an informed decision
- who and when
- how to gauge success
- resources to carry out the plan (e.g., personal, financial)

↓

apply the decision

↓

assess the results and modify the decision as required

(each of these steps can be revised and repeated as necessary)

Problem Solving

anticipate or identify the problem or issue

↓

visualize the ideal outcome

↓

identify (brainstorm) a range of alternative solutions

↓

research alternatives

↓

assess each alternative (and their consequences)
- short-term and long-term
- risks and benefits
- effects on all stakeholders

↓

select and articulate a plan for addressing the problem
- who and when
- how to gauge success
- resources to carry out the plan (e.g., personal, financial)

↓

carry out the plan

↓

assess the results and modify the plan as required

↓

reflect on the process and consider applications for future problems

(each of these steps can be revised and repeated as necessary)

Contents of the Model

Assessment Overview Table

The Assessment Overview Table provides teachers with suggestions and guidelines for assessment of each grade of the curriculum. This table identifies the domains of learning and cognitive levels of the learning outcomes, along with a listing of suggested assessment activities and a suggested weight for grading for each curriculum organizer.

Overview

Each grade includes an overview of the assessment units:

- a listing of the units—organized by curriculum organizer, suborganizer, and topic—that are included for each grade. The suggested time indicates the average number of hours needed to address the prescribed learning outcomes identified in that curriculum organizer. This timeframe is an approximation only; the time required will vary according to local circumstances and the particular activities undertaken.
- Learning at Previous Grades, indicating any relevant learning based on prescribed learning outcomes from earlier grades of the same subject area. It is assumed that students will have already acquired this learning; if they have not, additional introductory instruction may need to take place before undertaking the suggested assessment outlined in the unit. Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for reinforcement and developmental learning.

Prescribed Learning Outcomes and Suggested Achievement Indicators

Arranged by curriculum organizer, suborganizer and, as applicable, by topic, each set of prescribed learning outcomes identifies the content standards for that unit. The corresponding achievement indicators provide additional information about the expected level or degree of student performance and can be used as the basis for assessment.

Suggested Assessment Activities

Assessment activities have been included for each set of prescribed learning outcomes and corresponding achievement indicators. Each assessment activity consists of two parts:

- Planning for Assessment—outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- Assessment Strategies—describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators.

A wide variety of activities has been included to address a range of learning and teaching styles. The assessment activities describe a variety of tools and methods for gathering evidence of student performance. These assessment activities are also referenced in the Assessment Overview Table, found at the beginning of each grade in the Model.

These activities are suggestions only, designed to provide guidance for teachers in planning assessment to meet the prescribed learning outcomes.

Recommended Learning Resources

This section lists the recommended learning resources, current as of March 2005, that relate to the specific learning outcomes in each unit. The resources listed do not necessarily relate to the suggested assessment activities. Teachers may choose to use these resources, or they may use other, locally approved, resources. See the section on Learning Resources in this IRP for more information.

> As new resources are recommended, information will be posted on the ministry web site: http://www.bced.gov.bc.ca/irp_resources/lr/resource/consub.htm

Assessment Instruments

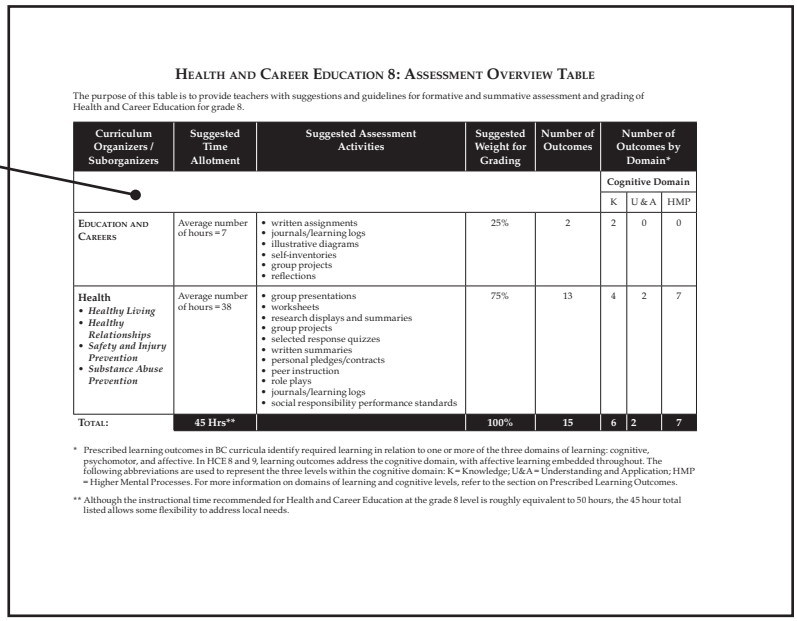
Sample assessment instruments have been included at the end of each grade, and are provided to help teachers determine the extent to which students are meeting the prescribed learning outcomes. These instruments contain criteria specifically keyed to one or more of the suggested assessment activities contained in the model.

USING THE CLASSROOM ASSESSMENT MODEL

The following two pages illustrate how all the elements of the Classroom Assessment Model relate to each other.

Assessment Overview Table

The Assessment Overview Table provides teachers with suggestions and guidelines for assesment of each grade of the curriculum.



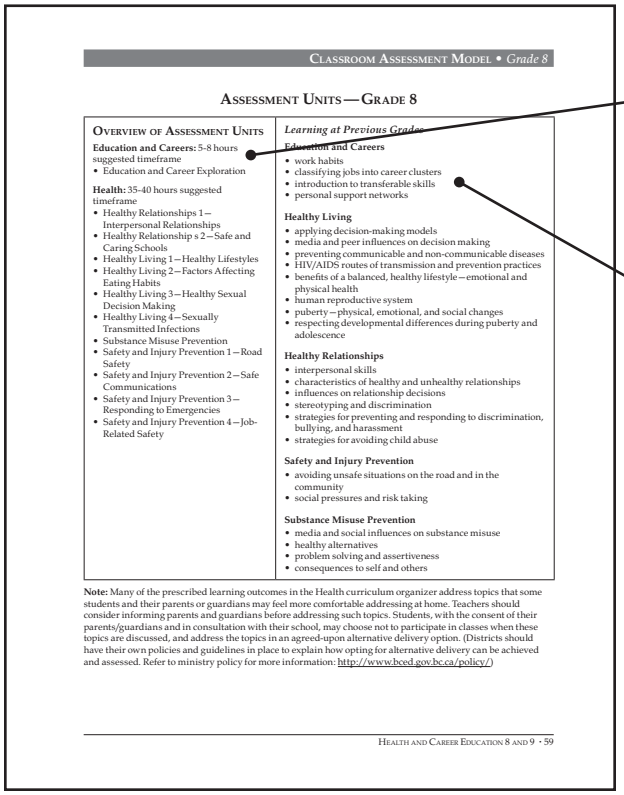
HEALTH AND CAREER EDUCATION 8: ASSESSMENT OVERVIEW TABLE

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	• written assignments • journals/learning logs • illustrative diagrams • self-inventories • group projects • reflections	25%	2	2	0	0
Health • ***Healthy Living*** • ***Healthy Relationships*** • ***Safety and Injury Prevention*** • ***Substance Abuse Prevention***	Average number of hours = 38	• 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 — GRADE 8

OVERVIEW OF ASSESSMENT UNITS

Education and Careers: 5-8 hours suggested timeframe
- Education and Career Exploration

Health: 35-40 hours suggested timeframe
- Healthy Relationships 1 — Interpersonal Relationships
- Healthy Relationship s 2 — Safe and Caring Schools
- Healthy Living 1 — Healthy Lifestyles
- Healthy Living 2 — Factors Affecting Eating Habits
- Healthy Living 3 — Healthy Sexual Decision Making
- Healthy Living 4 — Sexually Transmitted Infections
- Substance Misuse Prevention
- Safety and Injury Prevention 1 — Road Safety
- Safety and Injury Prevention 2 — Safe Communications
- Safety and Injury Prevention 3 — Responding to Emergencies
- Safety and Injury Prevention 4 — Job-Related Safety

Learning at Previous Grades

Education and Careers
- work habits
- classifying jobs into career clusters
- introduction to transferable skills
- personal support networks

Healthy Living
- applying decision-making models
- media and peer influences on decision making
- preventing communicable and non-communicable diseases
- HIV/AIDS routes of transmission and prevention practices
- benefits of a balanced, healthy lifestyle – emotional and physical health
- human reproductive system
- puberty – physical, emotional, and social changes
- respecting developmental differences during puberty and adolescence

Healthy Relationships
- interpersonal skills
- characteristics of healthy and unhealthy relationships
- influences on relationship decisions
- stereotyping and discrimination
- strategies for preventing and responding to discrimination, bullying, and harassment
- strategies for avoiding child abuse

Safety and Injury Prevention
- avoiding unsafe situations on the road and in the community
- social pressures and risk taking

Substance Misuse Prevention
- media and social influences on substance misuse
- healthy alternatives
- problem solving and assertiveness
- consequences to self and others

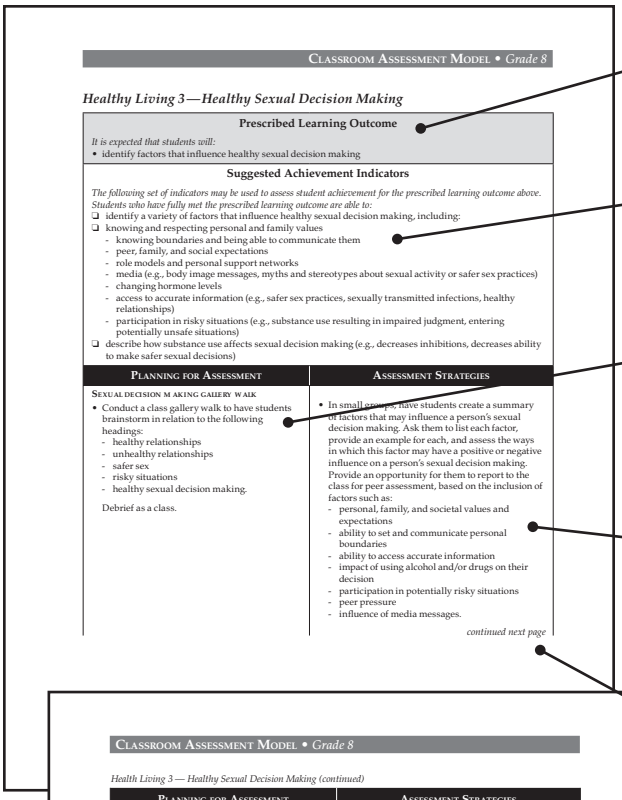
Note: Many of the prescribed learning outcomes in the Health curriculum organizer address topics that some students and their parents or guardians may feel more comfortable addressing at home. Teachers should consider informing parents and guardians before addressing such topics. Students, with the consent of their parents/guardians and in consultation with their school, may choose not to participate in classes when these topics are discussed, and address the topics in an agreed-upon alternative delivery option. (Districts should have their own policies and guidelines in place to explain how opting for alternative delivery can be achieved and assessed. Refer to ministry policy for more information: http://www.bced.gov.bc.ca/policy/)

Suggested Timeframe

The suggested time indicates the approximate number of hours needed to deliver the prescribed learning outcomes for each curriculum organizer.

Learning at Previous Grades

This section indicates any relevant learning based on prescribed learning outcomes from earlier grades of the same subject area. This information is provided to describe the prior knowledge, skills, and/or attitudes students should have before undertaking the suggested instruction and assessment activities.



CLASSROOM ASSESSMENT MODEL • *Grade 8*

Healthy Living 3—Healthy Sexual Decision Making

Prescribed Learning Outcome

It is expected that students will:
- identify factors that influence healthy sexual decision making

Suggested Achievement Indicators

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

❑ identify a variety of factors that influence healthy sexual decision making, including:
❑ knowing and respecting personal and family values
- knowing boundaries and being able to communicate them
- peer, family, and social expectations
- role models and personal support networks
- media (e.g., body image messages, myths and stereotypes about sexual activity or safer sex practices)
- changing hormone levels
- access to accurate information (e.g., safer sex practices, sexually transmitted infections, healthy relationships)
- participation in risky situations (e.g., substance use resulting in impaired judgment, entering potentially unsafe situations)

❑ describe how substance use affects sexual decision making (e.g., decreases inhibitions, decreases ability to make safer sexual decisions)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
SEXUAL DECISION MAKING GALLERY WALK • Conduct a class gallery walk to have students brainstorm in relation to the following headings: - healthy relationships - unhealthy relationships - safer sex - risky situations - healthy sexual decision making. Debrief as a class.	• In small groups, have students create a summary of factors that may influence a person's sexual decision making. Ask them to list each factor, provide an example for each, and assess the ways in which this factor may have a positive or negative influence on a person's sexual decision making. Provide an opportunity for them to report to the class for peer assessment, based on the inclusion of factors such as: - personal, family, and societal values and expectations - ability to set and communicate personal boundaries - ability to access accurate information - impact of using alcohol and/or drugs on their decision - participation in potentially risky situations - peer pressure - influence of media messages.

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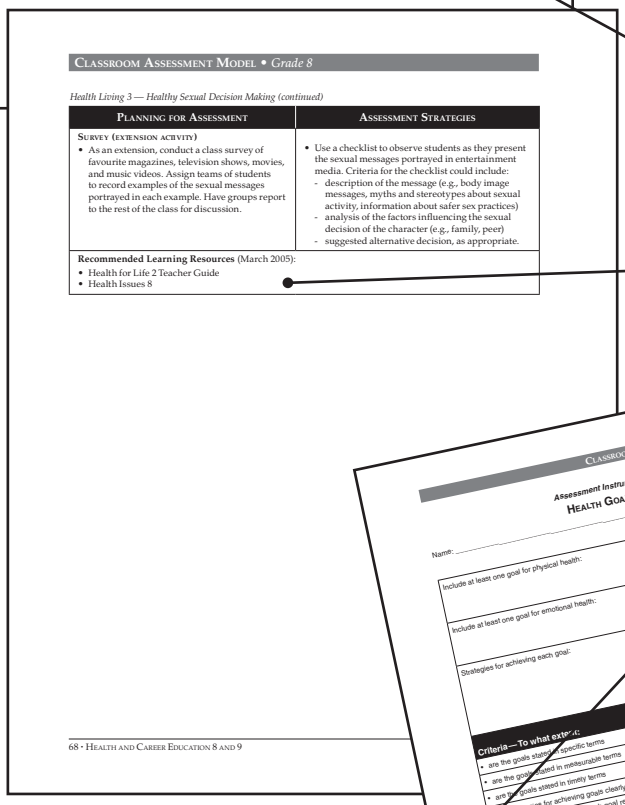

CLASSROOM ASSESSMENT MODEL • *Grade 8*

Health Living 3 — Healthy Sexual Decision Making (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
SURVEY (EXTENSION ACTIVITY) • As an extension, conduct a class survey of favourite magazines, television shows, movies, and music videos. Assign teams of students to record examples of the sexual messages portrayed in each example. Have groups report to the rest of the class for discussion.	• Use a checklist to observe students as they present the sexual messages portrayed in entertainment media. Criteria for the checklist could include: - description of the message (e.g., body image messages, myths and stereotypes about sexual activity, information about safer sex practices) - analysis of the factors influencing the sexual decision of the character (e.g., family, peer) - suggested alternative decision, as appropriate.

Recommended Learning Resources (March 2005):
- Health for Life 2 Teacher Guide
- Health Issues 8

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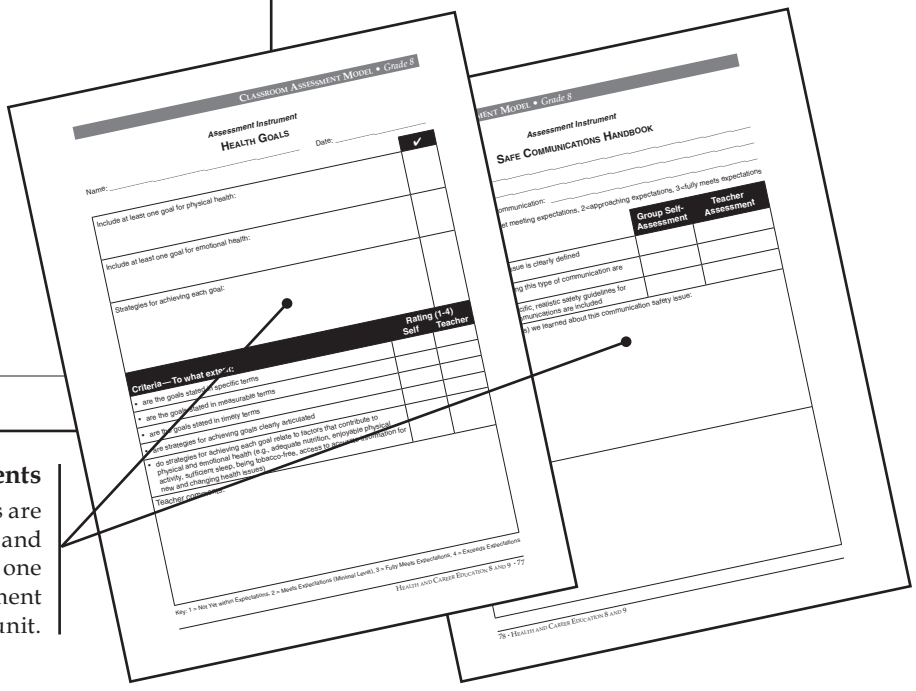

CLASSROOM ASSESSMENT MODEL • *Grade 8*

Assessment Instrument

HEALTH GOALS

Name: Date:

	✔
Include at least one goal for physical health:	
Include at least one goal for emotional health:	
Strategies for achieving each goal:	

Criteria—To what extent:	Rating (1-4) Self	Rating (1-4) Teacher
• are the goals stated in specific terms		
• are the goals stated in measurable terms		
• are the goals stated in timely terms		
• are the goals stated clearly articulated		
• are 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 Yet within Expectations, 2 = Meets Expectations (Minimal Level), 3 = Fully Meets Expectations, 4 = Exceeds Expectations

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CLASSROOM ASSESSMENT MODEL • *Grade 8*

Assessment Instrument

SAFE COMMUNICATIONS HANDBOOK

Communication:

Key: 1=not meeting expectations, 2=approaching expectations, 3=fully meets expectations

	Group Self-Assessment	Teacher Assessment
The issue is clearly defined		
Using this type of communication are		
Specific, realistic safety guidelines for communications are included		

What we learned about this communication safety issue:

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Prescribed Learning Outcomes

Prescribed learning outcomes are identified for each assessment unit.

Suggested Achievement Indicators

Each set of suggested achievement indicators corresponds to the prescribed learning outcomes for that assessment unit.

Planning for Assessment

This section outlines any relevant background information to explain the context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment.

Assessment Strategies

Corresponding to each activity outlined in "Planning for Assessment," this section describes the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcome and achievement indicators.

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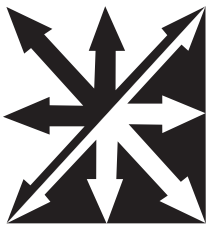
This indicates where assessment or information about resources for one cluster of learning outcomes and achievement indicators continues on subsequent pages.

Recommended Learning Resources

This section lists the recommended learning resources, current as of March 2005, that relate to the specific learning outcomes in each cluster of learning outcomes. See the section on Learning Resources in this IRP for more information.

Assessment Instruments

Sample assessment instruments are provided at the end of each grade, and contain criteria specifically keyed to one or more of the suggested assessment activities contained in the unit.



Classroom Assessment Model

Grade 8

Health and Career Education 8: Assessment Overview Table

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- Safety and Injury Prevention 4—Job-Related Safety

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Education and Career Exploration

Prescribed Learning Outcomes

It is expected that students will:

- 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

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:

- ❏ identify a range of personal attributes (e.g., interests, skills, ideals)
- ❏ identify one or more potential career options and relate them to their personal attributes
- ❏ based on class discussions and activities, create a list of skills that are transferable to a variety of situations, including:
  - personal management skills (e.g., being on time, being prepared, being responsible, being organized, managing time effectively, setting priorities)
  - academic skills (e.g., reading and writing skills, oral communication skills, number skills, computer skills, research skills)
  - teamwork skills (e.g., co-operation, following directions, leadership, encouraging and acknowledging others' ideas and contributions, effective communication)
- ❏ give specific examples of how these skills can be transferred to a variety of situations (e.g., school projects, co-curricular activities, volunteer activities, leisure activities, part-time employment, future careers)

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Education and Career Exploration (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Personal inventories • As a class, discuss how personal attributes can be related to career options. Introduce terminology such as: - personal characteristics and aptitudes (e.g., energetic, responsible, creative, hard-working, good with numbers, good with pictures, good with people) - accomplishments (e.g., making the honour roll, becoming a member of a sports team, winning a music competition) - interests (e.g., sports, languages, art, computer games, reading, volunteer work, camping) - skills (e.g., computers, playing a musical instrument, athletic abilities, communicating) - career ideals (e.g., lifelong learning, career advancement, travel, financial aspirations, working for others, time off, working outside). Continue the discussion by focussing on the skills students have developed throughout their schooling as well as through other activities they have done since elementary school (e.g., school teams and clubs, library monitor, paper route, volunteer at day camp, dog walking). Discuss as a class, identifying and clustering the skills gained through these experiences into categories such as: - personal management skills (e.g., being on time, being prepared for the job, being responsible) - academic skills (e.g., reading, writing, math skills, computer skills, research) - teamwork skills (e.g., co-operation, following directions, leadership, encouraging and helping others, compromise).	• Have students create a chart to represent an inventory of their own personal attributes. Have them identify two or more potential careers of interest, and circle the personal attributes from their list that they feel are most relevant for those careers. Students should then add to their inventories to identify the other attributes that could be developed to support the potential career of interest. Next, have students focus on their transferable skills that they have developed, and organize these skills under the headings of: - personal management skills - academic skills - teamwork skills. Have them annotate their personal inventories with specific examples of how these skills can be transferred to a variety of situations (e.g., school projects, co-curricular activities, volunteer activities, leisure activities, part-time employment, future careers). Collect students' inventories, and look for evidence that they are able to make connections among existing attributes, transferable skills, and a variety of education, recreational, and career situations. Alternatively, have students use computer-based inventory tools to identify their personal attributes and relate them to potential career pathways.
Recommended Learning Resources (March 2005): • Health for Life 2 • Health Issues 8 • The Real Game	

Healthy Relationships 1—Interpersonal Relationships

Prescribed Learning Outcomes

It is expected that students will:

- 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)

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:

- ❑ describe, with examples, characteristics of healthy relationships (e.g., honesty, respect, open communication, shared interests)
- ❑ list and describe the emotional health benefits of healthy relationships (e.g., sense of connectedness to others, increased self-esteem, empathy, shared interests, giving and receiving help and support)
- ❑ list the potential negative effects of a lack of healthy relationships (e.g., feelings of isolation, increased likelihood of making unhealthy personal choices, depression)
- ❑ demonstrate an understanding that relationships develop and change over time (e.g., in response to changing interests, maturity level, independence)
- ❑ based on class discussions and activities, list a variety of school and community resources for individuals in unhealthy, abusive, or exploitative relationships, including counselling, intervention, and legal services (e.g., trusted adults, community health organizations, youth help lines, police, resources specific to the local school and community)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Relationship portrait • Have students identify people with whom adolescents can have positive relationships at home, at school, and in the community (e.g., parents, siblings, friends, elders, coaches, school counsellors). Alternatively, students may choose to select positive relationships they have read about in books or viewed on TV or in movies. In small groups, have students discuss the characteristics of those relationships that contribute to a person's overall health and well-being.	• Have students create a "portrait" (graphic or written), illustrating one or more positive relationships and the characteristics of those relationships. Look for evidence that they are able to identify: - positive relationship characteristics (e.g., mutual respect, mutual trust, support, comfort, understanding, flexibility and compromise, effective communication skills) - changes in this relationship over time - how these relationships have had a positive effect on the individual's well-being.

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Healthy Relationships 1 – Interpersonal Relationships (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Community service directory • In a teacher-led class discussion, identify characteristics of unhealthy or abusive relationships (e.g., inappropriate use of power, sexual exploitation, physical assault, gossip, emotional abuse). Provide students with information about school and community resources (e.g., counselling centres, agencies, web sites, hotlines) that can provide safe and trusted support for people in unhealthy or abusive relationships.	• Have students work in groups or individually to create a pamphlet or Internet directory for selected school and community resources. In assessing students' work, look for evidence that they: - list and describe a minimum of three sources of accurate information or support (e.g., counselling centres, trusted adults, community health organization, youth help line, police) - include various types of resources (e.g., counselling, intervention, legal) - include detailed and accurate contact information for each source.
Note: Discussions of unhealthy relationships can result in a student disclosing an incident of abuse. Teachers should be aware of their district protocol and provincial regulations for reporting and referrals. For information about reporting protocol, refer to the *BC Handbook for Action on Child Abuse and Neglect*—available online at http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_abuse.pdf	
Recommended Learning Resources (March 2005): • Health for Life 2 • Health Issues 8	

Healthy Relationships 2—Safe and Caring Schools

Prescribed Learning Outcome

It is expected that students will:

- describe ways in which they can contribute to a safe and caring school environment

Suggested Achievement Indicators

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

- ❑ with teacher and peer support, identify characteristics of safe and caring schools (e.g., respect for diversity; free from bullying, harassment, and intimidation; inclusive social environment)
- ❑ brainstorm and describe specific actions and behaviours they can take or participate in to contribute to a safe and caring school environment (e.g., refuse to spread gossip and rumours, practise inclusive behaviour with peers, avoid abusive language)
- ❑ list relevant school and community resources for students who experience bullying, harassment, intimidation, or exclusion

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Safe school pledge • Ask students to create promotional slogans for a safe and caring school that could be displayed in the school (e.g., buttons, stickers, posters, web pages). Suggest students create their slogans by completing the statement, "To me, a safe and caring school environment is ..." Ask for volunteers to share their responses with a partner or in small groups. Debrief as a class, referring to the school code of conduct as applicable. Create a class definition of a safe and caring school.	• Ask students to write a personal pledge of their commitment to contributing to a safe and caring school. Look for evidence that their pledges demonstrate an understanding of the characteristics of a safe and caring school, and include at least three specific ways they will contribute to a positive school environment (e.g., "I will follow appropriate procedures to report any harassment I witness." "I will not spread any gossip." "I will respect the opinions of people who disagree with me."). • The criteria outlined in *BC Performance Standards: Social Responsibility—Grades 8-10* can be used to assess students in relation to: - contributing to a safe and caring school environment (Section 1) - solving problems in peaceful ways (Section 2) - valuing diversity and defending human rights (Section 3). BC Performance Standards are available online at http://www.bced.gov.bc.ca/perf_stands/

Recommended Learning Resources (March 2005):

- Focus on Harassment and Intimidation—Responding to Bullying in Secondary School Communities
- Health for Life 2
- Health Issues 8

Healthy Living 1—Healthy Lifestyles

Prescribed Learning Outcome

It is expected that students will:

- set personal goals for attaining and maintaining a healthy lifestyle

Suggested Achievement Indicators

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

- ❑ 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 new 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 listen to or pass on rumours 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

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Health goals • As a class, brainstorm and discuss goals that individuals can make related to their physical and emotional health (e.g., eating a balanced diet every day; taking personal time; completing homework assignments on time, recognizing symptoms of stress, anxiety, and depression; communicating about their problems and concerns; taking on a new creative activity; participating regularly in physical activity). Encourage them to consider goals for both physical and emotional health. Discuss strategies they can use for achieving these goals (e.g., identifying accurate information, creating a step-by-step plan, keeping a log, setting a specific timeframe to achieve their goals).	• Ask students to use their learning logs (journals) to set their own personal goals for physical and emotional health, and to describe steps and strategies for achieving those goals. Assess students' learning log entries according to pre-determined criteria, assuring them that they will be assessed on their goal-setting process, not on the goals themselves. Use criteria such as those outlined in the sample assessment instrument **(Health Goals)** provided at the end of this grade to assess students' work. After reviewing students' goals and allowing them to modify them as appropriate, have them sign, seal, and date the goals. Give students' goals back to them at the end of the year to allow them to reflect on and assess their progress.

Recommended Learning Resources (March 2005):

- bc.tobaccofacts: A Tobacco Prevention Resource for Teachers, Grade 8
- Health for Life 2
- Health Issues 8

Healthy Living 2—Factors Affecting Eating Habits

Prescribed Learning Outcome

It is expected that students will:

- analyse influences on eating habits, including family, peers, and media

Suggested Achievement Indicators

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

❑ analyse various influences on personal food choices, including:
- 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)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Healthy eating advertisement • Bring in or have students bring in examples of advertisements for food products. Display the ads and discuss how the advertisers have used words and images (e.g., slogans, photos, art, testimonials, sweeping promises) to try to sell their products. Discuss as a class: Is the information in the ad accurate? Complete? Biased? Does the ad make references to healthy lifestyles? If so, how? What information does the ad **not** include? How likely is this ad to influence a person's food buying decisions? Continue the discussion by focussing on other factors that could influence eating habits or a decision to buy or use a particular food product (e.g., friends, family, culture, availability, cost, nutritional content, dietary requirements). Are these factors more or less likely to influence their eating habits? Why?	• Have students work individually or in pairs to create an advertisement to promote a particular healthful food product or eating strategy (e.g., strategies for healthy eating at fast food restaurants, balancing energy input and output). Encourage a variety of techniques to promote their product or strategy (e.g., factual information about nutritional content, physical and emotional health benefits of good eating habits). Determine criteria for students' advertisements as a class; for example, students can be required to: - apply a variety of advertising techniques studied (e.g., appealing words and images) to influence healthy food choices - represent information about the benefits of healthy eating habits for a healthy lifestyle - represent information about the consequences of poor eating habits (e.g., underweight/ overweight, diabetes, heart disease, impaired immunity, overall physical and emotional health). After students have had opportunities to view each others' advertisements, have them complete a journal reflection in response to questions such as the following: - Which ad was most powerful? Why? - Did you recognize any influences you weren't aware of before? - Will this affect your future eating habits? If so, how?

Recommended Learning Resources (March 2005):

- Fast Food Survival Guide
- Health for Life 2
- Nutrition Labelling Toolkit for Educators
- Thirst for Nutrition: Add Value to Your Choices

Healthy Living 3—Healthy Sexual Decision Making

Prescribed Learning Outcome

It is expected that students will:
- identify factors that influence healthy sexual decision making

Suggested Achievement Indicators

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

❑ identify a variety of factors that influence healthy sexual decision making, including:
❑ knowing and respecting personal and family values
- knowing boundaries and being able to communicate them
- peer, family, and social expectations
- role models and personal support networks
- media (e.g., body image messages, myths and stereotypes about sexual activity or safer sex practices)
- changing hormone levels
- access to accurate information (e.g., safer sex practices, sexually transmitted infections, healthy relationships)
- participation in risky situations (e.g., substance use resulting in impaired judgment, entering potentially unsafe situations)

❑ describe how substance use affects sexual decision making (e.g., decreases inhibitions, decreases ability to make safer sexual decisions)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Sexual decision making gallery walk • Conduct a class gallery walk to have students brainstorm in relation to the following headings: - healthy relationships - unhealthy relationships - safer sex - risky situations - healthy sexual decision making. Debrief as a class.	• In small groups, have students create a summary of factors that may influence a person's sexual decision making. Ask them to list each factor, provide an example for each, and assess the ways in which this factor may have a positive or negative influence on a person's sexual decision making. Provide an opportunity for them to report to the class for peer assessment, based on the inclusion of factors such as: - personal, family, and societal values and expectations - ability to set and communicate personal boundaries - ability to access accurate information - impact of using alcohol and/or drugs on their decision - participation in potentially risky situations - peer pressure - influence of media messages. *continued next page*

Health Living 3 – Healthy Sexual Decision Making (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Survey (extension activity) • As an extension, conduct a class survey of favourite magazines, television shows, movies, and music videos. Assign teams of students to record examples of the sexual messages portrayed in each example. Have groups report to the rest of the class for discussion.	• Use a checklist to observe students as they present the sexual messages portrayed in entertainment media. Criteria for the checklist could include: - description of the message (e.g., body image messages, myths and stereotypes about sexual activity, information about safer sex practices) - analysis of the factors influencing the sexual decision of the character (e.g., family, peer) - suggested alternative decision, as appropriate.
Recommended Learning Resources (March 2005): • Health for Life 2 Teacher Guide • Health Issues 8	

Healthy Living 4—Sexually Transmitted Infections

Prescribed Learning Outcome

It is expected that students will:

- demonstrate an understanding of the consequences of contracting sexually transmitted infections including HIV/AIDS (e.g., symptoms, short-term and long-term health issues)

Suggested Achievement Indicators

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

- ❑ based on class discussions and activities, give examples of sexually transmitted infections (e.g., chlamydia, genital herpes, gonorrhea, HIV, hepatitis B, syphilis) and how they are contracted
- ❑ based on class discussions and activities, list potential effects of a range of sexually transmitted infections (e.g., visible sores or rash, painful urination, infertility, risk to fetus when pregnant, organ damage, increased risk of cancer, death)
- ❑ create a comprehensive list of behaviours that contribute to the spread of sexually transmitted infections including HIV/AIDS (e.g., unprotected sexual activity, using unclean needles, tattooing/body piercing with non-sterile equipment)
- ❑ create a comprehensive list of practices that reduce the risk of spreading sexually transmitted infections including HIV/AIDS (e.g., abstaining from sexual activity, using safer sex practices such as proper use of condoms, testing for HIV and STIs)
- ❑ list and describe the social responsibilities associated with STI infections (e.g., testing and treatment protocol, mandatory reporting for certain STIs, the need to avoid infecting others, need to communicate with former sexual partners)
- ❑ list relevant local sources of accurate information about sexually transmitted infections, including transmission and confidential testing

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
STI guest speaker, worksheet • Invite a guest speaker (e.g., public health nurse, AIDS organization representative) to talk to the class about STIs. Provide an opportunity for students to submit questions for the speaker anonymously (e.g., a question box). The speaker could include a focus on: - myths or misconceptions about transmission of various STIs (including HIV) - specific examples of STIs and their health effects - social responsibilities associated with STI infections (e.g., testing and treatment protocol, mandatory reporting for certain STIs, need to avoid infecting others, need to communicate with former sexual partners) - confidential testing - practices that help prevent the spread of infections.	• Have students complete a written worksheet or quiz on STIs. The worksheet/quiz could include questions about: - how various STIs are contracted - practices that help prevent transmission - health consequences of STIs (e.g., visible sores or rash, painful urination, infertility, risk to fetus when pregnant, organ damage, increased risk of cancer, death) - true/false about myths - local sources of relevant information and support.

Recommended Learning Resources (March 2005):

- Health for Life 2 Teacher Guide

Substance Misuse Prevention

Prescribed Learning Outcomes

It is expected that students will:

- 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)

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 higher-risk situations; not consuming any unknown substance; knowing how to access accurate information)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Gallery walk, journal • 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 stickers or pens) which are positive and which are negative influences.	• 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.

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Substance Misuse Prevention (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Dear Expert letter • Use videos, print, Internet, and/or community resources to review, highlight, 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. Challenge students, working in small groups, to create a "dear expert" letter seeking 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 looking for accurate information about a particular substance).	• 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: - identification of the influences affecting the person in the letter - strategies for responding to the situation (e.g., assertive communication, including deflection, refusal, delay, or negotiation skills; knowing when to seek help; avoiding higher-risk situations; not consuming any unknown substance; knowing how to access accurate information) - relevant locally available sources of support and information. 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 in the community.
Recommended Learning Resources (March 2005): • bc.tobaccofacts: A Tobacco Prevention Resource for Teachers, Grade 8 • Exploring the Issues: Teens—Alcohol and Other Drugs • Health for Life 2 • Targeted! How Tobacco and Alcohol Companies Try To Get You Hooked	

Safety and Injury Prevention 1—Road Safety

Prescribed Learning Outcome

It is expected that students will:

- assess the potential risks associated with a variety of road-related situations

Suggested Achievement Indicators

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

- ❑ list road-related situations that have potential risks, such as:
  - being on the road at night
  - being on the road during heavy traffic times
  - using active transportation without protective equipment
  - being a passenger in a vehicle with an inexperienced or impaired driver
  - being in a vehicle with unsafe passenger behaviour
- ❑ responding to case examples, assess the potential risks associated with various road-related situations (e.g., wearing dark clothing when on the road at night, cycling to school, skating without helmet or wrist guards, riding with an impaired driver, road racing, dares, distracting the driver)
- ❑ describe how understanding the potential risks can affect a person's decision making related to road use (e.g., allows for advance planning, supports informed decision making)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Road safety scenarios • Invite guest speakers or use video or Internet resources to review and extend students' knowledge about road-related risks. Create a class list of specific risks related to a variety of road-related situations, such as: - being on the road at night - being on the road during heavy traffic times - using active transportation (e.g., bicycles, skateboards, inline skates) without protective equipment - being a passenger in a vehicle with an inexperienced driver - being a passenger in a vehicle with an impaired driver - being in a vehicle with unsafe passenger behaviour	• Provide students with scenarios that illustrate specific road-related risks. In partners, have students assess the level of risk in the situation and formulate an appropriate strategy for minimizing risk. Have them share their responses with another group for peer assessment, based on criteria such as the extent to which they: - clearly identify the specific potential risks in the given scenario - describe appropriate, responsible behaviours for minimizing each identified risk. Follow up by asking students to write a paragraph describing the one thing learned from this activity that they will remember when they or their friends are learning to drive.

Recommended Learning Resources (March 2005):

- The RoadSense Package, Grade 8

Safety and Injury Prevention 2—Safe Communications

Prescribed Learning Outcome

It is expected that students will:

- propose strategies for the safe use of wireless and online communications (e.g., cell phones, Internet, PDAs)

Suggested Achievement Indicators

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

- ❑ describe safety guidelines for using wireless and online communications, such as chat, instant messaging, blogs, or Internet message boards (e.g., don't identify your gender in your e-mail address or screen name; use a screen name that is different than your real name; keep online friendships in the virtual world only; exit immediately from any conversation that makes you feel uncomfortable or in danger; report any incidents that make you feel uncomfortable or in danger to a trusted adult)
- ❑ describe the kinds of private identity information that should never be shared when using wireless and online communications (e.g., name or address of school, passwords, calling card number, names of family members, where your parents work, digital photos in which you can be recognized)
- ❑ identify situations where a person might inadvertently give away private identity information (e.g., profiles, surveys, contest entries, phishing, chat lines and chat rooms, online discussion forums)
- ❑ brainstorm and discuss situations where a person might feel confused or uncomfortable about wireless or online communications (e.g., invitation to meet people you have met online, invitation to view or share inappropriate images, cyber-bullying)
- ❑ describe strategies for dealing responsibly with online bullying and harassment (e.g., sign off the computer, leave the chat room or web site, block the harassing messages, save and print the bullying e-mails or message logs as evidence, never reply to a bullying message, talk about the situation with a trusted adult or friend, report the experience to a trusted adult)

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Safety and Injury Prevention 2 – Safe Communications (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Safe communications handbook • As a class or in groups, have students brainstorm the advantages of wireless and online communications, as well as the potential risks for personal safety and security. Organize students' brainstormed responses into a T-chart. For example, advantages could include: - ability to stay in touch with friends and family - research tools for a variety of school and personal subjects - community building and making connections - safety (e.g., quick access to help in emergencies). Potential risks could include: - invasion of privacy - misleading and harmful information, scams, identification theft, fraud - cyber-bullying and harassment (including gossip) - predators and cyber-stalkers. Debrief as a class, focussing on situations where young people might be persuaded to give out personal information (e.g., surveys and contests, phishing, chat lines and chat rooms, online discussion forums). Review and discuss guidelines for physical and emotional safety that can be applied to a range of online and wireless communication situations.	• Have students work in small groups to create sections for a class Safe Communications handbook. Assign or have each group select a different type of online or wireless communication (e.g., cell phones, PDAs, audio/video/text chat, Internet message boards, blogs). Provide time for groups to research their assigned area, and prepare their section of the handbook. Allow time for peer review and feedback. Use criteria established as a class as the basis for peer, teacher, and self-assessment, such as those outlined in the sample assessment instrument **(Safe Communications Handbook)** provided at the end of this grade.
Recommended Learning Resources (March 2005): • Health for Life 2 • Mirror Image	

Safety and Injury Prevention 3—Responding to Emergencies

Prescribed Learning Outcome

It is expected that students will:

- 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)

Suggested Achievement Indicators

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

- ❑ with teacher support, describe school protocol for emergency response (e.g., fire, earthquake, critical incidents, extreme weather, criminal incidents, injuries, illnesses)
- ❑ using scenarios, identify strategies and basic principles for responding to emergencies (e.g., be prepared; determine immediate hazards; ensure there is no further danger to self or others; use first aid and/or rescue skills if trained to do so; know how to access help and/or report to appropriate services such as police, fire, ambulance, or coast guard)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Peer instruction • As a class, review existing school protocol for various emergency situations (e.g., fire, earthquake, extreme weather, injuries, critical incidents). Provide students with scenarios of potential school or community emergencies. In groups, have students select one situation and discuss how they would teach younger students about appropriate responses to that situation.	• Provide opportunities for students to prepare and present their emergency response lessons to the class and, if possible, to an elementary school class. Provide opportunities for peer assessment based on the extent to which groups are able to: - incorporate key principles of injury prevention and emergency response (e.g., be aware of surroundings and situations, know your own abilities, know how to access help) - include accurate information about school protocol for the specific situation.

Safety and Injury Prevention 4—Job-Related Safety

Prescribed Learning Outcome

It is expected that students will:

- assess the potential hazards associated with various jobs (e.g., garden work, babysitting, newspaper delivery, snow shovelling)

Suggested Achievement Indicators

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

- ❑ with teacher support, list and assess the potential hazards (e.g., personal injury, injury to others, property damage) associated with various jobs and tasks such as:
  - garden work (e.g., injury from lawn mower or clippers, back strain, sun and heat exposure)
  - babysitting (e.g., burn from stove, dangers from being in an unfamiliar situation)
  - newspaper delivery (e.g., traffic-related risks, back strain, dog attack)
  - snow shovelling (e.g., back strain, slipping on ice, risk of being hit by flying or falling ice)
- ❑ with teacher support, list and describe ways of reducing or avoiding hazards associated with various jobs and tasks (e.g., assessing potential risks, using appropriate protective equipment, not using unfamiliar machinery, taking a training course, getting adequate sleep and nutrition)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Safety manual • As a class, create a list of paid or unpaid jobs students at this age are currently doing (e.g., child minding, snow shovelling, lawn mowing, newspaper delivery, cooking meals at home). Brainstorm the potential risks associated with each job, and discuss ways of reducing or avoiding these risks (e.g., using appropriate protective equipment, not using unfamiliar machinery, taking a training course, getting adequate sleep and nutrition).	• In pairs or small groups, have students create a safety manual for one selected job. Assess based on criteria discussed as a class, such as the extent to which: - hazards are clearly described and/or illustrated - ways of reducing each hazard are described.

Recommended Learning Resources (March 2005):

- Student WorkSafe 8

Assessment Instrument

HEALTH GOALS

Name: _____ Date: _____

	✔
Include at least one goal for physical health:	
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 Yet within Expectations, 2 = Meets Expectations (Minimal Level), 3 = Fully Meets Expectations, 4 = Exceeds Expectations

Assessment Instrument

SAFE COMMUNICATIONS HANDBOOK

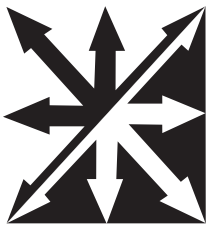
Names: _____

_____

Type of wireless or online communication: _____

1=not yet meeting expectations, 2=approaching expectations, 3=fully meets expectations

	Group Self-Assessment	Teacher Assessment
• communication safety issue is clearly defined		
• the potential risks of using this type of communication are clearly identified		
• a minimum of three specific, realistic safety guidelines for wireless and online communications are included		
The most important thing(s) we learned about this communication safety issue:		
Teacher comments:		



Classroom Assessment Model

Grade 9

Health and career education 9: 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 9.

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 = 9	• written assignments • journals/learning logs • worksheets • group projects/presentations • reflections	25%	4	3	1	0
Health • *Healthy Living* • *Healthy Relationships* • *Safety and Injury Prevention* • *Substance Abuse Prevention*	Average number of hours = 36	• group presentations • self-inventories • research displays and summaries • group projects • written summaries • personal pledges/contracts • written reports • illustrative assignments • journals/learning logs • social responsibility performance standards	75%	10	0	4	6
Total:	**45 Hrs****		**100%**	**14**	**3**	**5**	**6**

* 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 9 level is roughly equivalent to 50 hours, the 45 hour total listed allows some flexibility to address local needs.

ASSESSMENT UNITS—GRADE 9

OVERVIEW OF ASSESSMENT UNITS

Education and Careers: 7-10 hours suggested timeframe

- Education and Careers 1—Career Options and Support Networks
- Education and Careers 2—Employability Skills
- Education and Careers 3—Grade 10 Requirements

Health: 35-40 hours suggested timeframe

- Healthy Living 1—Healthy Lifestyles
- Healthy Relationships 1—Interpersonal Relationships
- Healthy Relationships 2—Responding to Bullying, Discrimination, Harassment, and Intimidation
- Safety and Injury Prevention 1—Risk Avoidance
- Safety and Injury Prevention 2—Safety on the Job
- Substance Misuse Prevention
- Healthy Living 2—Healthy Sexual Decision Making

Learning at Previous Grades

Education and Careers

- relating personal attributes to career options
- identifying skills that are transferable to new tasks and situations
- planning to support goals

Healthy Living

- setting goals for healthy lifestyles
- analyzing influences on eating habits
- identifying factors that affect healthy sexual decision making
- consequences of contracting STIs, including HIV/AIDS
- identifying community health services for a range of topics (e.g., abusive relationships, nutrition, substance misuse, sexual decision making)

Healthy Relationships

- importance of healthy relationships
- school and community sources of support for individuals in unhealthy relationships
- contributing to a safe and caring school

Safety and Injury Prevention

- potential risks associated with a variety of road-related situations
- responding to emergencies
- potential job hazards
- safe use of the Internet

Substance Misuse Prevention

- decision making regarding substance misuse (challenges, influences, personal relevance)
- resistance strategies

Note: Many 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. Teachers should consider informing parents and guardians before addressing such topics. Students, with the consent of their parents/guardians and in consultation with their school, may choose not to participate in classes when these topics are discussed, and address the topics in an agreed-upon alternative delivery option. (Districts should have their own policies and guidelines in place to explain how opting for alternative delivery can be achieved and assessed. Refer to ministry policy for more information: http://www.bced.gov.bc.ca/policy/)

Education and Careers 1—Career Options and Support Networks

Prescribed Learning Outcomes

It is expected that students will:

- describe ways of exploring career options (e.g., job shadowing, mentoring, volunteering)
- identify sources of information and support to assist them in their education and career planning (e.g., family, mentors, school and career counselling centres, coaches, web sites, libraries)

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:

❑ list and describe a variety of ways of exploring career options, including:
- job shadowing (e.g., Take Your Kids to Work day)
- mentoring
- informational interviews
- volunteering
- Internet research
- accessing sources of information and support

❑ identify and describe their personal support network (e.g., peers, family, clergy, teachers, elders, mentors, local businesses and services), and explain the service each provides

❑ identify community services that can provide information and support for their education and career planning (e.g., school and community career counselling centres, library, web sites)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Career exploration gallery walk • Post chart paper around the room with names and brief descriptions of various career exploration strategies (e.g., job shadowing, mentoring, interviews, volunteering, Internet research, career centres, software applications). On each chart, have students make notes about any own experiences with each career exploration strategy, ask questions about anything they don't understand, and note any suggestions for using this strategy. Debrief as a class.	• Have students use their learning logs (journals) to describe three exploration strategies that they think would be useful in helping someone learn about a career or find a job. Look for evidence that students: - are able to describe their selected strategies accurately - have represented their understanding of how each strategy works - make connections to what they learned from the gallery walk activity and class discussions.
Web • As a class or in small groups, brainstorm sources of information and support for students' education and career planning (e.g., peers, family, teachers, elders, mentors, school counselling centres, school and community libraries, local colleges and institutes, web sites).	• Have students work individually to create a web that illustrates a variety of sources of information and support relevant for their own education and career planning. Have them highlight or circle the most relevant sources for themselves, and annotate their webs by explaining the service each source provides.

Recommended Learning Resources (March 2005):

- The Be Real Game

Education and Careers 2—Employability Skills

Prescribed Learning Outcome

It is expected that students will:

- explain the importance of developing employability skills (e.g., employability skills are transferable to all areas of a student's life, including school, leisure, part-time employment, future careers)

Suggested Achievement Indicators

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

- ❑ create a comprehensive list of employability skills (e.g., teamwork, study skills, time management, communication skills, technological literacy, ethical behaviour, lifelong learning)
- ❑ give a reasoned explanation of why employability skills are important (e.g., employability skills are transferable to all areas of a student's life, including school, leisure, part-time employment, future careers)
- ❑ create a list of their own employability skills
- ❑ give examples of how they can develop specific employability skills through school courses and recreational and volunteer activities

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Employability skills checklist • Using handouts, web sites, etc., review the definition of and examples of employability skills. Emphasize that having a strong set of employability skills will help students in their abilities to get a job and advance in their careers.	• Have students create checklist of their own employability skills, identifying skills they already have, those they want to develop, and strategies for developing them. The sample assessment instrument provided at the end of this grade **(Employability Skills Checklist)** can be used as the basis of teacher and self-assessment for this activity.
Guest speaker interviews • Invite employers from the local community to talk about their processes for hiring new employees. Set up stations around the room with one employer at each station. Assign one small group of students to each station, and have them ask questions such as the following: - What skills and attitudes are you looking for in your workplace? - What are you looking for when you read an application form, résumé, or cover letter? - What are you looking for/listening for when you interview a potential employee? - What advice can you give someone who is looking for a part-time job? - What advice can you give someone who is considering a future career in your field? Debrief as a class, summarizing the key elements common to a variety of employers.	• Have students write a journal entry to reflect on the guest speaker experience. Students' journal entries should include the following: - what they would put in a résumé if they were to write one now (e.g., employability skills, experience gained through volunteer and recreational activities) - what skills they would like to develop to increase their future employability - what they learned that they could apply in a future job application situation.

Recommended Learning Resources (March 2005):

- The Be Real Game
- Health Issues 9

Education and Careers 3—Grade 10 Requirements

Prescribed Learning Outcome

It is expected that students will:

- describe the grade 10 requirements of the Graduation Program (e.g., required and elective courses, required exams, graduation portfolio introduction)

Suggested Achievement Indicators

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

- ❑ accurately describe the grade 10 requirements of the Graduation Program (e.g., required and elective courses, required exams)
- ❑ list ways a portfolio can be used as a tool for documenting evidence of achievements related to education and career interests (e.g., highlights relevant achievements, helps show connections among various areas of learning and experience, shows growth and development over time, keeps information safe and organized)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Grade 10 course selection worksheet • Provide students with handouts (e.g., from the school course handbook, from the Ministry of Education Graduation Planner) that outline grade 10 course requirements. Discuss as a class, focussing on required courses and courses where students can make choices.	• Provide students with a course selection template to identify their preliminary choices for grade 10 courses and activities. Look for evidence that they can: - accurately identify all required courses - explain their elective course selections (e.g., in relation to personal interests, in relation to potential career paths) - accurately identify grade 10 required exams. Encourage students to share this information with a parent or guardian, and to keep their charts for future reference.
Discussion, learning log • Ask students if they have ever kept a portfolio of their school work or other accomplishments. Brainstorm and discuss as a class, focussing on the purpose of the portfolio (e.g., for school work, for own interest), and the items included (e.g., certificates, pictures, videos, samples of work). Continue the discussion by focussing on how a portfolio can be used in education and career planning, including: - to document and highlight relevant achievements and unique qualities - to show connections among their activities, experiences, and successes - to show growth and development over time - to keep information safe and organized - to use in applying for jobs or for post-secondary education or training institutions.	• Have students use their learning logs (journals) to reflect on the use of portfolios, completing sentence stems such as: - The most interesting thing I learned about portfolios was _____. - If I were creating my own education and career portfolio, I would include _____. As an extension, have students work individually or in pairs to interview people in the school or community who use portfolios. For example, students could choose to interview: - grade 11 or 12 students working on their Graduation Portfolios - grade 12 students creating portfolios of work for application to post-secondary education or training programs, or to apply for jobs - community professionals such as artists, draftspeople, writers, or researchers who use portfolios as records of their work.

Healthy Living 1—Healthy Lifestyles

Prescribed Learning Outcomes

It is expected that students will:
- relate the characteristics of a healthy lifestyle to their ability to maximize personal potential
- analyse how healthy eating habits can support a healthy lifestyle

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:

- ❑ demonstrate clear and informed reasoning in assessing the ways in which being physically and emotionally healthy can support the attainment of personal, educational, and career goals
- ❑ identify the potential consequences (e.g., altered decision-making ability, unplanned pregnancy, becoming infected with an STI, addiction, criminal record, personal injury, financial impacts, obesity, stress-related illnesses) of unhealthy lifestyle choices on personal goals
- ❑ describe a variety of healthy eating habits (e.g., eating breakfast every day, choosing healthy snacks, recognizing and responding to hunger cues, controlling portions, eating a variety of foods from each food group, balancing input and output, limiting sugar intake, choosing low-fat foods, planning healthy food choices for when eating away from home)
- ❑ describe the ways that healthy eating habits support physical and emotional health (e.g., fuels the body for activity, helps a body grow and develop, helps prevent disease, improves the ability to concentrate, increases energy and vitality)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Brainstorm, reflection • In groups or as a class, have students brainstorm responses to the following sentence stems: - An emotionally healthy person is ... - A physically healthy person is ... Debrief as a class, focussing on specific characteristics of physical and emotional health such as: - healthy relationships - emotional health strategies (e.g., stress management, adequate sleep, positive self-talk, seeking help for anxiety or depression) - healthy eating habits (e.g., adequate and balanced nutritional choices, balancing energy input and output, monitoring fat and sugar intake, planning healthy food choices) - physical activity.	• Have students use their learning logs to create their personal responses to the stems: - When I am emotionally healthy I ... (e.g., feel comfortable and confident about myself, am realistic about my goals, learn from my mistakes, can manage stress effectively, can concentrate on my school work) - When I am physically healthy I ... (e.g., have enough energy to do the things I want, am well-rested, provide my body with variety of nutritious foods for growth and development) Students should be able to make connections between their own lists and those discussed in class. *continued next page*

Healthy Living 1 – Healthy Lifestyles (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Research • As a class, create a word web of terms related to healthy eating habits and how they support overall mental and physical health. Review and discuss as a class.	• Divide the class into groups. Have each group research and prepare a presentation on one aspect of health supported by healthy eating (e.g., fuelling the body for activity, physical growth and development, helping to prevent disease, improves the ability to concentrate, increased energy and vitality). Assess students' work based on the extent to which they: - accurately depict a variety of healthy eating habits and choices (e.g., eating breakfast every day, choosing healthy snacks, recognizing and responding to hunger cues, controlling portions, eating a variety of foods from the food groups, balancing input and output, limiting sugar intake, choosing low-fat foods, planning healthy food choices for when eating away from home) - accurately and comprehensively describe their assigned physical and/or emotional health benefit of healthy eating habits.
Drama, chart • As a class, brainstorm scenarios where young people may make unhealthy choices (e.g., smoking, using drugs, unsafe sexual activity, riding in a car with an impaired driver, taking on too many responsibilities, fad diets). Divide the class into groups. Have each group create a drama presentation (e.g., tableau, masks, improv) depicting a specific scenario, and portraying both a positive, healthy choice and a negative, unhealthy choice. Provide an opportunity for groups to present their dramas for the rest of the class, and follow up each presentation with a panel discussion, focussing on questions such as: - How realistic were these choices? Why? - What other choices would be available? - What consequences of the choices were depicted? What other consequences could there be? - What short-term and long-term effect could these choices have on the personal goals of the people in the scenario?	• Have students work individually to create a three-column chart showing the relationship between specific health choices, the short-term consequences of those choices, and the potential long-term consequences. Have them use one colour of pen to highlight those choices that would have a positive effect and a different colour to identify those choices that might have a negative effect on their future (e.g., post-secondary education plans, after-school job, becoming an accomplished musician or athlete, travel). For each choice that would have a negative effect, have them restate the choice with a positive outcome. Collect students' charts, and look for evidence that they are able to: - apply what they have learned from the drama activity and class discussions - consider a range of effects on physical, emotional, and social aspects of lifestyle - consider both short-term and long-term effects - make clear and reasoned connections between choices and short- and long-term consequences.

continued next page

Healthy Living 1 – Healthy Lifestyles (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
School health project (extension activity) • As an extension, have students work in groups to carry out a school project promoting a specific characteristic of emotional or physical health. For example, students could: - lobby the school to include a greater variety of healthy choices in the cafeteria and/or vending machines - organize a before-school breakfast club - organize a before-school yoga or tai chi club - set up a seminar on stress management - develop a regimen for a school sports team incorporating a variety of physical and emotional health practices - organize a support group for students wanting to quit smoking - create an advertising campaign on the health risks of substance misuse - develop a web page on a health-related issue.	• As students work on their school health projects, look for evidence of the extent to which they: - accurately identify the health issue - articulate the physical or emotional health benefits of their strategy - cite a range of resources and accurate information to support their issue or project - identify relevant school or community sources of support for their issue - describe the benefits of the campaign on overall individual and community health - include a mechanism for measuring the success of their project (e.g., feedback form, measurable goals) - demonstrate appropriate co-operative group working skills.
Recommended Learning Resources (March 2005): • bc.tobaccofacts: A Tobacco Prevention Resource for Teachers, Grade 9 • Canada's Food Guide to Healthy Eating, Revised • FoodTrack • Health Issues 9 • Native Food Guides	

Healthy Relationships 1—Interpersonal Relationships

Prescribed Learning Outcomes

It is expected that students will:

- propose strategies for building and maintaining healthy interpersonal relationships (e.g., effective communication skills, effective expression of emotions, setting and communicating personal boundaries)
- describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships (e.g., assertiveness skills, refusal skills, communication skills, accessing help and support)

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:

- ❏ describe the positive characteristics (e.g., trust, respect, honesty, open communication, shared interests, concern about the well-being of others) they value in their own peer, family, school, and other relationships
- ❏ create a comprehensive list of strategies for building and maintaining healthy interpersonal relationships (e.g., verbal and non-verbal communication skills, compromise, consensus, effective expression of emotions, setting and communicating personal boundaries, empathy)
- ❏ using role plays—fictional or based on students' experiences—apply appropriate relationship-building strategies to a variety of interpersonal situations (e.g., giving encouragement to a friend, talking with parents about a desire for increased independence, talking to a partner about intimacy)
- ❏ describe warning signs that a relationship may be unhealthy or abusive (e.g., jealousy; controlling; attempts to isolate from family and friends; critical or unsupportive behaviour; pressure to engage in unwanted, unsafe, or illegal behaviour)
- ❏ describe in detail specific problem-solving and communication strategies for avoiding or responding to unhealthy, abusive, or exploitative relationship situations, such as:
  - assertiveness
  - refusal skills
  - setting, communicating, and sticking to boundaries
  - establishing positive connections (e.g., having a support network of trusted peers and adults)
  - recognizing potential dangers and lures (e.g., unsolicited gifts and compliments from a stranger or acquaintance in the community or on the Internet, offers of a job such as modelling or acting, offers of drugs or alcohol)
  - knowing how to access help (e.g., telling or seeking advice from a trusted adult)
- ❏ demonstrate an understanding that sexual assault and sexual exploitation are criminal offences (e.g., legal definitions and examples of sexual assault and sexual exploitation—including acquaintance rape, drugging, exposing, obscene communications, sexual harassment, coercion into prostitution; legal consequences of sexual assault or exploitation)

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Healthy Relationships 1 – Interpersonal Relationships (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Relationship scenarios • Review as necessary guidelines for building and maintaining positive relationships (e.g., trust building, confidentiality, respect, boundaries, healthy communication). Provide groups of students with scenarios depicting relationship conflicts or characteristics of unhealthy relationships (e.g., a boyfriend or girlfriend who doesn't want you to spend any time with your other friends, a friend who is never there to give you emotional support, someone who is always putting you down, a friend who is pressuring you to engage in unhealthy or unsafe activities). Have students prepare two role play responses to their assigned scenario, one depicting a negative or unproductive ending and one a positive or productive ending.	• As each group presents its role play, ask students to assess each group's presentation in terms of the extent to which it demonstrates strategies that best help to build and maintain healthy relationships. The criteria such as those outlined in the sample assessment instrument provided at the end of this grade **(Relationship Skills)** can be used as the basis for peer and teacher assessment.
Chart/poster • Use print or Internet resources, or invite a guest speaker, to illustrate the characteristics of unhealthy and abusive relationships. Summarize by creating a class list of examples or warning signs of unhealthy relationships (e.g., jealousy, controlling, attempts to isolate you from family and friends, critical and unsupportive behaviour, escalation of abuse, pressure to engage in unsafe or illegal behaviour, sexual exploitation, sexual assault).	• Have students create a chart or poster to identify and organize the warning signs and characteristics of unhealthy relationships into categories such as the following: - verbal (e.g., insults, put-downs, oral threats, written threats such as on the Internet) - social/emotional (e.g., exclusion, ignoring, silent treatment, encouraging others to exclude, controlling behaviour) - physical (e.g., hitting, kicking, assault—may or may not result in actual physical injury) - sexual (e.g., any unwanted sexual contact, coercion into sexual activity, threats resulting in sexual activity, obscene communications, sexual harassment, rape).

Note: Discussions of unhealthy relationships can result in a student disclosing an incident of abuse. Teachers should be aware of their district protocol and provincial regulations for reporting and referrals. For information about reporting protocol, refer to the *BC Handbook for Action on Child Abuse and Neglect*—available online at http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_abuse.pdf

Recommended Learning Resources (March 2005):

- Dealing with Teen Dating Abuse: Matters of Choice
- Focus on Harassment and Intimidation—Responding to Bullying in Secondary School Communities
- Health Issues 9

Healthy Relationships 2—Responding to Bullying, Discrimination, Harassment, and Intimidation

Prescribed Learning Outcome

It is expected that students will:

- describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation (e.g., recognizing discrimination when it occurs, encouraging communication and empathy, promoting responsibility and accountability, speaking up on behalf of others, identifying support services)

Suggested Achievement Indicators

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

- ❑ with teacher support, describe laws and/or school protocol related to bullying, discrimination, harassment, and intimidation
- ❑ based on class discussions and activities, identify appropriate services and support for people dealing with bullying, discrimination, harassment, and intimidation (e.g., school counsellor, police, crisis line, human rights tribunal)
- ❑ list and discuss effective, appropriate, and socially responsible responses to a variety of discrimination, harassment, and intimidation scenarios (e.g., recognizing discrimination when it occurs, encouraging communication and empathy, promoting responsibility and accountability, speaking up on behalf of others)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Case study • Provide students with case studies depicting examples of bullying, harassment, discrimination, or intimidation. Alternatively, have students identify scenarios from media or from their own experiences (submitted anonymously). Scenarios should represent a range of school and community situations. Have students work in groups to write a better ending for their assigned scenarios.	• Have students present their positive scenario endings for peer assessment based on criteria determined as a class, such as the extent to which students' responses: - demonstrate empathy in relating to the situation of the person who was harassed - propose appropriate strategies for responding to the situation (e.g., recognizing discrimination when it occurs, encouraging communication and empathy, promoting responsibility and accountability, speaking up on behalf of others) - identify relevant sources of school and community support and information for people who are bullied or harassed - describe realistic strategies for helping to create a school that is more accepting and respectful of diversity. • The criteria outlined in *BC Performance Standards: Social Responsibility—Grades 8-10* can be used to assess students in relation to: - contributing to a safe and caring school environment (Section 1) - solving problems in peaceful ways (Section 2) - valuing diversity and defending human rights (Section 3). BC Performance Standards are available online at http://www.bced.gov.bc.ca/perf_stands/

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Healthy Relationships 2 – Responding to Bullying, Discrimination, Harassment, and Intimidation (continued)

Recommended Learning Resources (March 2005):

- Dealing with Teen Dating Abuse: Matters of Choice
- Focus on Harassment and Intimidation—Responding to Bullying in Secondary School Communities
- Health Issues 9

Safety and Injury Prevention 1—Risk Avoidance

Prescribed Learning Outcome

It is expected that students will:

- propose strategies to avoid unnecessary risks in a variety of situations on the road and in the community

Suggested Achievement Indicators

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

- ❑ identify potential dangers for themselves and others that exist in obviously risky situations (e.g., extreme sports, road racing) and less obviously risky situations (e.g., job shadowing, babysitting, using household tools and appliances)
- ❑ identify potential risks in their own community (e.g., water-related hazards, industrial sites, railroads, animals)
- ❑ propose ways to reduce or mitigate the dangers associated with a variety of activities (e.g., assessing potential risks, using protective equipment, abstaining from drugs and alcohol, following safety rules, training and education, choosing to avoid higher-risk activities, using assertive communication in risk situations)
- ❑ in simulations, apply socially responsible strategies to avoid unsafe situations (e.g., using a buddy system, not riding with impaired drivers, having a plan ahead of time for a safe way home such as a designated driver or public transportation, assertive communication to prevent a road race)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Collage • In pairs, ask students to identify potentially risky situations on the road and in the community (e.g., contact sports, skating, driving, water sports, dares, babysitting, mowing the lawn). Share and discuss as a class. Continue the discussion by focussing on ways to reduce risks and promote personal safety in these and other situations, such as: - being aware of potential risks - knowing your abilities - knowing your physical and social environment - getting proper training - using appropriate safety equipment - following safety guidelines.	• Divide the class into small groups and assign one safety strategy to each group. Ask groups to create a collage (using words, images, or both) depicting how their assigned strategy could be applied in a variety of situations. Encourage them to consider questions such as: - Why is this strategy important for reducing risks? - In what activities can this strategy be applied? Have groups present their collages to the class for feedback and discussion. Conclude by asking students to use their journals to reflect on risk-reduction strategies they can apply in their lives, completing stems such as "The next time I _____ I will _____." *continued next page*

Safety and Injury Prevention 1 – Risk Avoidance (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Road safety presentation • In groups, have students conduct research (e.g., analysis of media articles, Internet searches) to identify: - behaviours and risk factors that contribute to road-related injuries (e.g., impaired driving, speeding, road racing, road rage, unsafe passenger behaviour, unsafe cycling behaviour) - programs and strategies that promote road safety (e.g., Graduated Licensing Program, driver training, designated drivers, safety education programs, traffic calming measures, seatbelts, bicycle lanes and routes).	• Have each group select one road safety strategy and create a comic, video, drama presentation, or other means to represent their strategy. Have students present their work in a road safety exhibition for other classes or for the community. Provide opportunities for peer, teacher, and self-assessment based on criteria such as those outlined in the sample assessment tool provided at the end of this grade **(Road Safety Presentation)**.
Recommended Learning Resources (March 2005): • Friends Don't Let Friends Drive Drunk • The RoadSense Package, Grade 9	

Safety and Injury Prevention 2—Safety on the Job

Prescribed Learning Outcome

It is expected that students will:

- describe strategies to avoid unnecessary risks on the job

Suggested Achievement Indicators

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

- ❑ list a range of injuries and accidents that can occur on the job (e.g., slipping, falling, tripping, burns, cuts, muscle strains)
- ❑ based on class discussions and activities, list and describe ways of reducing risk and injury on the job (e.g., knowing and following established safety guidelines, knowing own abilities and limits, using safety and personal protective equipment, knowing own rights such as the right to adequate training and the right to refuse unsafe work, knowing where to go to address a problem, knowing how to access first aid and other emergency assistance)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Workplace safety TV report • Invite a guest speaker (e.g., from WCB, shop steward) to talk to the class about safety on the job. Include information about youth work-related injuries and the safety rights of young workers. Alternatively, use a video to present this information. Ask students to summarize the five key points made by the speaker (or video) about workplace safety.	• In groups, have students create a Youth Workplace Safety TV report. In each group, have one or two students act as journalists investigating a (fictitious) worksite that typically employs youth. Other members of the group can take the roles of workers at that site. The report should identify the potential hazards at that site and provide recommendations on how to be safe (e.g., following established safety guidelines, knowing own abilities and limits, knowing own rights, using safety and personal protective equipment, knowing where to go to address a problem). Look for evidence that students' reports include: - potential hazards youth face on the job - most common causes of injuries to young people on the job - a minimum of three key recommendations to employees and employers to increase safety on the job. As an extension if time and facilities permit, students can film and produce their TV reports for their own and other classes to view.

Recommended Learning Resources (March 2005):

- Student WorkSafe 9

Substance Misuse Prevention

Prescribed Learning Outcome

It is expected that students will:

- assess the potential physical, emotional, and social consequences for themselves and others if they misuse substances

Suggested Achievement Indicators

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

- ❑ based on class discussions and activities, describe the potential physical, emotional, and social consequences of substance misuse for self (e.g., altered judgment and decision-making ability, risk-taking behaviour resulting in physical injury, drug use continuum, effects on brain development, addiction, physical health effects, social isolation, negative impact on school work and recreational activities, school disciplinary consequences, legal consequences)
- ❑ based on class discussions and activities, describe the potential physical, emotional, and social consequences of substance misuse for others (e.g., burden on health care and legal systems, Fetal Alcohol Spectrum Disorder when alcohol is consumed during pregnancy)
- ❑ describe how understanding the potential consequences of substance misuse can affect a person's decision making related to substance use (e.g., allows for advance planning, supports informed decision making)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Scenarios, letter writing • Invite a guest speaker or use video, print, and online resources to share case examples of people whose lives have been affected by substance abuse. Have students use a guided response sheet to note the physical, emotional, social, and financial consequences for all the people involved in the scenario.	• Have students write a letter to the person in the scenario at a time when the substance misuse has not yet taken place. In their letter, students should articulate an understanding of the potential consequences of the substance misuse for the individuals in the scenario, as well as their family, friends, and the larger society (e.g., physical injury resulting from altered judgment and risk-taking, addiction, isolation from friends and family, impact on long-term goals, criminal charges, Fetal Alcohol Spectrum Disorder). Follow up by having students use their learning logs (journals) to reflect on how knowing about potential consequences of substance misuse might affect their own decision making related to substance use, and strategies they can apply to avoid substance misuse (e.g., planning ahead for what avoidance and resistance strategies they can use if offered drugs)

Recommended Learning Resources (March 2005):

- bc.tobaccofacts: A Tobacco Prevention Resource for Teachers, Grade 9
- Exploring the Issues: Teens—Alcohol and Other Drugs
- Friends Don't Let Friends Drive Drunk
- Health Issues 9
- The RoadSense Package, Grade 9

Healthy Living 2—Healthy Sexual Decision Making

Prescribed Learning Outcomes

It is expected that students will:

- describe practices that promote healthy sexual decision making
- assess the short-term and long-term consequences of unsafe sexual behaviour (e.g., unplanned pregnancy, sexually transmitted infections including HIV/AIDS, negative impact on future goals)

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:

- ❑ articulate reasoned and informed guidelines that should be considered by individuals when making decisions regarding sexual activity (e.g., knowing personal boundaries, respecting boundaries of self and others, personal and family values, avoiding risky situations, having access to accurate information, understanding implications of various decisions, accepting personal responsibility for decisions, recognizing the importance of positive and assertive communication skills, knowing their right to refuse)
- ❑ describe strategies that help to prevent or reduce sexual risk taking (e.g., abstaining from sexual activity, abstaining from drugs and alcohol in order to avoid impaired decision making, dating in groups, practising assertive communication, knowing how to access accurate information about prevention of pregnancy and STIs)
- ❑ demonstrate clear and informed reasoning in assessing the potential impact of unplanned pregnancy on individuals and their families (e.g., impact on education, financial obligations, relationships, future opportunities)
- ❑ demonstrate an understanding of the consequences of contracting sexually transmitted infections including HIV/AIDS (e.g., symptoms, short-term and long-term health issues, understanding that there is currently no vaccine or cure for HIV/AIDS)

continued next page

Healthy Living 2 – Healthy Sexual Decision Making (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
Quickwriting, creative presentation • Begin with an individual three-minute quickwriting exercise in response to one of the following topics: - What does a person need to know to make an informed decision about sex? - What situations put a person at risk for making a potentially dangerous or regrettable decision about sex? Lead a class discussion to debrief both of these questions, and create a class list of strategies that promote healthy sexual decision making and prevent or reduce sexual risk. Include a discussion of the importance of knowing their own personal and social considerations (e.g., personal boundaries, respecting others' boundaries, personal and family values, consequences of various decisions, accepting personal responsibility for decisions, positive and assertive communication skills, right to refuse) as well as knowledge about physical and situational considerations and risks (e.g., circumstances such as social situations that are unsupervised or involve unfamiliar people, knowing the effects of substance misuse on decision-making abilities, recognizing other influences on sexual decision making such as media and friends).	• Have students work in groups to discuss what they feel are the most important considerations and strategies for healthy sexual decision making. Have them develop a creative presentation (e.g., video, comic book, song/rap, drama presentation, talk show) to communicate about considerations for healthy sexual decision making. Provide opportunities for peer assessment based on the extent to which each group's presentation: - explains how to access accurate and relevant information locally - articulates an understanding of potentially risky sexual activity (e.g., includes a variety of behaviours and is not limited to sexual intercourse, substance misuse, dating someone significantly older, unfamiliar and unsupervised social situations) - identifies potential consequences of unsafe sexual behaviour (e.g., unplanned pregnancy and its resulting consequences for themselves and their families—finances, relationships, future opportunities; sexually transmitted infections; negative impact on future goals) - promotes healthy, responsible sexual decision making.
Public service announcement • Use handouts, mini-lecture, and class discussion to review and expand students' understanding related to the potential consequences of unsafe sexual behaviour. Include a focus on: - STI infection (including HIV/AIDS) - unplanned pregnancy - effect on self-esteem - impact on future goals. If available, use guest speakers (e.g., from public health, AIDS advocacy groups) or a video to review the issues. (See the guidelines for guest speakers provided under "Considerations for Instruction and Assessment" provided at the beginning of this Classroom Assessment Model section.)	• Divide the class into groups. Have each group create a public service announcement (print or video) to promote awareness about one or more specific consequences of unsafe sexual behaviour. Criteria for teacher, peer, and/or self-assessment of groups' public service announcements should focus on: - accurate and detailed understanding of the consequences - information about short-term and long-term consequences - dispelling myths about the spread of STIs, as appropriate - emphasis on safety and prevention. As an extension, provide an opportunity for screening of students' videos at a school assembly, or publication of their press releases in the school newspaper or web site.
Recommended Learning Resources (March 2005): • AIDS Update: The Latest Facts about HIV and AIDS	

Assessment Instrument
EMPLOYABILITY SKILLS CHECKLIST

Name: _____Date: _____

Use a ✔ to mark those skills you feel you already have well developed, a — for those skills partly developed, and a ✘ for skills you feel you haven't yet developed.

Skill	✔	—	✘	How this skill was developed/can be developed
Personal Management Skills				
• adaptability				
• showing initiative and effort				
• taking responsibility for your actions				
• honesty				
• being prepared for the task				
• punctuality				
Academic and Communication Skills				
• communicating (reading, writing, drawing, charts)				
• number/math skills				
• computer skills				
• research				
• active listening skills				
• learning how to do new things				
Teamwork Skills				
• co-operation				
• following directions				
• leadership				
• encouraging and acknowledging others				
• ability to compromise and solve conflicts				
• respecting others' points of view				
• problem solving				
• adaptability				

Assessment Instrument
RELATIONSHIP SKILLS

Key: 3=excellent, 2=satisfactory, 1=needs improvement, 0=not evident

Rating (0-3)	Criteria—To what extent does the student:	Comments
	• demonstrate/identify specific verbal communication skills (e.g., using "I" messages, appropriate tone of voice)	
	• demonstrate/identify effective non-verbal communication skills (e.g., body language, facial expression)	
	• demonstrate/identify effective active listening skills	
	• demonstrate/identify appropriate assertiveness skills (e.g., stating own needs in a direct but non-aggressive manner)	
	• demonstrate/identify appropriate problem-solving and conflict-resolution skills (e.g., word choices that focus on behaviour rather than on the person, negotiation, compromise)	
	• demonstrate empathy and willingness to consider a range of viewpoints	
	• demonstrate/identify appropriate ways to express emotions (e.g., non-violent communication, using "I" statements)	
	• clearly differentiate between appropriate and inappropriate responses as presented in the scenarios	
	• suggest ways to seek help and support from relevant sources (e.g., counsellors, police, other trusted adults), as applicable to the scenario	

Assessment Instrument
ROAD SAFETY PRESENTATION

Presenting group members:

Assessed by:

	Peer Assessment	Group Self-Assessment
3=fully meets expectations, 2=approaching expectations, 1=not yet meeting expectations		
• road safety issue is identified clearly and accurately		
• presentation applies relevant principles of safety and injury prevention (e.g., risk assessment, following safety rules, training and education, courtesy and respect)		
• behaviours and risk factors that contribute to road-related injuries (e.g., impaired driving, speeding, road racing, road rage, unsafe passenger behaviour, unsafe cycling behaviour) are clearly presented		
• programs and strategies that promote road safety (e.g., Graduated Licensing Program, driver training, designated drivers, safety education programs, traffic calming measures, seatbelts, bicycle lanes and routes) are clearly identified		
• relevant sources of information are cited		
• information is presented in an engaging manner		
• group members worked effectively together		
• all group members contributed to the group project		