

WORK-ORIENTED TRAINING PATH

PREWORK TRAINING PROGRAM

AUTONOMY AND SOCIAL PARTICIPATION CURRICULUM MAP

Health



Society



Housing



Consumption



Transportation



Financial
Independence



Work Oriented Training Path



Pre-Work

A 2011-12 PDIG was used to allow a group of Prework Training program teachers and a consultant from the Western Quebec School Board the opportunity to examine the course content for

Autonomy and Social Participation.

We began this process by asking ourselves, “What are we teaching?” When we examined the curriculum and reflected on our collective experiences, we came to the conclusion that it isn’t about “what” we are teaching but is about “who” we are teaching. At the end of the day, the correct answer to our question is: the students, we teach our individual students. They are all varied and each group is different and therefore we recognize that an individualized program cannot be perfectly mapped out, but we highly recommend that, in the interest of continuity and uniformity across the program, teachers use this curriculum map.

ASP is a course designed to help students understand the world around them and how to become an independent, self-sufficient member of a community. Through the six themes, students are asked to explore and reflect about the various challenges that they will encounter in the real world.

Teachers must use that they use their judgment regarding what content is best suited to the needs of their students. This curriculum map has separated the course content into what is recommended for Year 1 and content that is better suited for Year 2 and 3 students. There is no timeline recommended, as each teacher should use their best judgment when considering needs of their students.

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May 2012

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Framework for the Evaluation of Learning:

Autonomy and Social Participation

This subject has three competencies. All competencies are assessed together for one overall assessment.

C1 -Demonstrates autonomy in everyday situations

C2 -Takes an informed position on everyday issues

C3 -Participates in community life

<i>Subject specific knowledge targeted in the program</i>	<i>The understanding, application and use of this knowledge</i>	<i>What the student demonstrates (evidence of learning)</i>
<p>Proficiency of subject-specific knowledge targeted in the program:</p> <ul style="list-style-type: none"> • Health • Society • Consumption • Financial Independence • Housing • Transportation <p>*** The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark on the report card.</p>	<i>Correct understanding of an everyday situation</i>	Explanation of key elements of a situation (needs, values, roles)
		Recognition of his/her needs or those at issue in a situation
		Expression of a goal to be achieved, his/her position regarding the situation or the approach envisaged
	<i>Relevance of his/her choices</i>	Explanation of choices reflecting his/her goal, position or involvement in a situation
		Use of personal resources or of those available in his/her environment to support his/her choices, take action or plan his/her approach
	<i>Consistency of actions</i>	*** Use of strategies appropriate for maintaining motivation and following through with the approach
		Comparison of viewpoints and adjustment of his/her initial position
	<i>Critical look at his/her actions</i>	*** Analysis of his/her choices and approach
		*** Assessment of the strategies and resources used
		*** Anticipation of the consequences of his/her choices,

ASP

Curriculum Map

Year 1

Year 1 Curriculum Map Program Content: Autonomy and Social Participation

<i>Subject specific knowledge targeted in the program</i>	<i>Specific Program Content</i>
Health and Well-being	<ol style="list-style-type: none"> 1. State of health 2. Health needs(wants and needs) 3. Stress 4. Physical activity and eating habits 5. Tobacco, alcohol and drugs 6. Mental health/depression 7. Sleep
Society	<ol style="list-style-type: none"> 1. Laws and regulations 2. Social skills 3. Community Involvement 4. Influencing Factors in society
Consumption	<ol style="list-style-type: none"> 1. Responsible Consumption 2. Influencing factors (media) 3. Prevention of overconsumption
Financial Independence	<ol style="list-style-type: none"> 1. Budget 2. Institutions and transactions

The Prework Training program curriculum document states that, “***The teacher chooses from among the proposed content—provided as an example only—those the students will cover, taking into account their skills, needs and degree of autonomy.***”

This curriculum map has separated the course content into what is recommended for Year 1 and content that is better suited for Year 2 and 3 students. There is no timeline recommended as each teacher should use their best judgment when considering the needs of their students.

Topic:	<i>State of Health</i>	<i>Drugs, Tobacco and Alcohol</i>	<i>Physical Activity and Eating Habits</i>
Essential Questions	What does mental health mean and how could it affect me?	How will learning about the real effects of drugs and alcohol help me make better choices?	How do my eating habits and level of activity impact my well-being?
Program Content	<ol style="list-style-type: none"> 1. Hierarchy of needs (what does it mean to be healthy, needs vs. wants: physiological, social, security, self-esteem, self-fulfillment...) 2. Stress (what causes it, signs and symptoms, strategies) 3. Sleep (importance of, factors that impact quality, sleep related problems like insomnia) 4. Mental health/depression (media study) 	<ol style="list-style-type: none"> 1. Drugs (types of drugs, physical effects, myths, laws) 2. Tobacco (what is it, physical effects, myths, laws) 3. Alcohol (types, physical effects, myths, laws, social drinking and drinking problems) 	<ol style="list-style-type: none"> 1. What is food (carbs, proteins, fats, grains, veggies, vitamins and what they do to our bodies) 2. Canada's Food Guide (requirements, recommendations, nutritional labels) 3. Physical activity recommendations (calories burned, endurance, lifestyle, hours per day of activity, good habits)
Types of Assessments	<p>C1: Create a short term plan and implement to improve state of health</p> <p>C2: Create a collage of 'what it means to be healthy' and justify content</p> <p>C3: Create a stress pamphlet to hand out to schools</p>	<p>C1:</p> <p>C2: Classroom Debate: Should people who smoke, drink, and do drugs pay for their own health care?</p> <p>C3: Create a new warning label for cigarette packaging</p>	<p>C1: Evaluate and improve your healthy living journal</p> <p>C2:</p> <p>C3: Start a 'participaction' campaign to get people moving</p>
Types of Activities	<ol style="list-style-type: none"> 1. Discussion of what it actually means to be healthy 2. Research to create a concept map 3. Record a sleep journal 4. Look at recent stories in the news and discuss with students 	<ol style="list-style-type: none"> 1. Present a research project on a drug 2. Do a science experiment demonstrating the harmful chemicals in cigarettes, drugs or alcohol 3. Guest Speaker (drug counsellor, police officer...) 	<ol style="list-style-type: none"> 1. Diagram of the digestive system 2. Collect packaging and nutritional labels and analyze and compare similar content 3. Keep a healthy living journal
External Resources	Download the <i>Students Guide to Mental Health</i> at: http://www.cmha.ca/mental_health/the-students-guide-to-mental-health-and-high-school/	http://kidshealth.org/teen/drug_alcohol/	http://www.participaction.com/teen-challenge/ http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php

Topic:	<i>Social Skills</i>	<i>Community Involvement</i>
Essential Questions	How can having appropriate social skills improve my life?	How can I help my community?
Program Content	<ol style="list-style-type: none"> 1. Sharing 2. Respect (self/others/school/community) 3. Acceptable behavior 4. Moral code 5. Cooperation 6. Bullying/intimidation 7. Conflict resolutions 8. Communication skills 	<ol style="list-style-type: none"> 1. Local community charities and organizations 2. Volunteerism 3. Local role models 4. Community involvement project
Types of Assessments	<p>C1: Create own dialogue, skit, or video of ‘what would you do vs. what should you do’</p> <p>C2: Create a fictional school code of conduct and pyramid of intervention with justifications</p> <p>C3: Anti-bullying campaign</p>	<p>C1: Researching personal values, interests and causes to eventually pursue within the community</p> <p>C2: Justifying your cause</p> <p>C3: Community project</p>
Types of Activities	<ol style="list-style-type: none"> 1. ‘Show and Tell’ 2. Self: Who am I project Community: graffiti: when is it art? 3. Creating classroom code of conduct 4. What Would You Do? What Should You Do? 5. Presentation with specific roles 6. Real life stories – research project 7. Conflict resolution scenarios 8. Lego back-to-back activity – giving instructions and taking instructions 	<ol style="list-style-type: none"> 1. Explore various opportunities for getting involved in their communities 2. Guest speaker from community 3. Research a local person who has contributed to the community 4. Design and implement a project within the community
External Resources	<p>ABC T.V. program – What Would You Do?</p> <p>CBC Connect with Mark Kelly – bullying special filmed at Philemon Wright Feb 2012</p>	<p>Community contacts</p>

Topic:	<i>Responsible Consumption</i>	<i>Budget</i>
Essential Questions	How can I become a responsible consumer?	What's a budget and why do I need one?
Program Content	<ol style="list-style-type: none"> 1. Wants and needs 2. Media influence on consumption (motivations and techniques) 3. Overconsumption 4. Environmental and human impact (human footprint, fair trade, buying local, child labour) 	<ol style="list-style-type: none"> 1. Terminology related to budget 2. Concept of budget and how it works
Types of Assessments	<p>C1: Personal code of consumerism C2: Debate: Should fines be enforced for failing to recycle and compost C3: Awareness campaign on fair trade</p>	<p>C1: Role playing budget in classroom (accounting in and out for classroom privileges and activities) C2: Can you afford a _____? (Big screen T.V., iPad, etc.) C3: Budget for a fundraiser</p>
Types of Activities	<ol style="list-style-type: none"> 1. Create a collage of wants and needs or inventory of what's in your room/locker? 2. Advertising critique 3. Film study: "Garbage" movie 4. Research project on fair trade 	<ol style="list-style-type: none"> 1. Create a vocabulary word bank for financial words 2. Look at basic example of a budget

External Resources	http://www.storyofstuff.org/movies-all/story-of-stuff/	Deluxe Banking Life Skills Practice (PCI) Teaching Teens About Money: http://www.fcac-acfc.gc.ca/Eng/forConsumers/lifeEvents/teachingChildren/Pages/Teaching-Sensibil-0.aspx
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ASP

Curriculum Map

Year 2/3

Year 2/3 Curriculum Map Program Content: Autonomy and Social Participation

<i>Subject specific knowledge targeted in the program</i>	<i>Specific Program Content</i>
Health and Well-being	<ol style="list-style-type: none"> 1. Sexuality 2. Public health 3. Prevention (services and resources) 4. Influencing factors 5. Physical activity and eating habits 6. Tobacco, alcohol and drugs 7. Mental health/depression
Society	<ol style="list-style-type: none"> 1. Social skills (Communication) 2. Prevention (social isolation and needs)
Financial Independence	<ol style="list-style-type: none"> 1. Balanced budget 2. Institutions and transactions 3. Savings 4. Debt 5. Income 6. Expenses
Housing	<ol style="list-style-type: none"> 1. Housing 2. Rights and responsibilities
Transportation	<ol style="list-style-type: none"> 1. Transportation needs 2. Environmental impact 3. Safety

The Prework Training program curriculum document states that “***The teacher chooses from among the proposed content—provided as an example only—those the students will cover, taking into account their skills, needs and degree of autonomy.***”

Therefore teachers must use their judgment regarding what content is best suited to the needs of their students.

This curriculum maps has separated the course content into what is recommended for Year 1 and content that is better suited for Year 2 and 3 students. There is no timeline recommended as each teacher should use their best judgment when considering the needs of their students.

Topic:	<i>Sexuality</i>	<i>Public Health</i>	<i>Physical Activity and Eating Habits</i>
Essential Questions	How do I take care of my sexual health?	How do I access public health services?	How do I create long-lasting healthy habits?
Program Content	<ol style="list-style-type: none"> 1. What is considered sex? 2. Law (age, consent, pressure, harassment, child pornography, date rape, assault...) 3. STI's (HIV, HPV...) 4. Pregnancy (prevention, signs, options) 5. Relationships (healthy, heterosexual/homosexual, violence, online safety, sexting...) 	<ol style="list-style-type: none"> 1. Access (CLSCs, doctor, dentist, clinics, online, school nurse, pharmacies, info-santé 8-1-1 phone line...) 2. Vaccinations (justifications, schedule, types...) 3. Coverage and benefits (deductions, insurance, private insurance...) 	<ol style="list-style-type: none"> 1. Compare eating habits at home, school and work 2. BMI (understanding) 3. Promoting healthy habits (walking, stairs, outside, active over sedentary...) 4. Smart grocery shopping 5. Health issues related to lifestyle choices (obesity, heart disease, life expectancy, eating disorders) and prevention
Types of Assessments	<p>C1: Imagining a risky situation and planning how to act</p> <p>C2: Opinion editorial on relationships</p> <p>C3: Awareness campaign</p>	<p>C1: Create a what-if booklet for health problems, symptoms and course of action</p> <p>C2: Debate on vaccinations</p> <p>C3: Create posters for health services in the area</p>	<p>C1: Healthy living journal in the working world</p> <p>C2: Debate on whether teens should be able to buy sodas, energy drinks, junk foods... What food should be available for purchase in schools?</p> <p>C3: Creating a guide/poster for long-lasting healthy habits</p>
Types of Activities	<ol style="list-style-type: none"> 1. Discussion of what it actually means to be healthy 2. Research to create a concept map 3. Record a sleep journal 4. Look at recent stories in the news and discuss with students 	<ol style="list-style-type: none"> 1. Case studies (scratch on finger-go where, etc.) 2. Researching history of vaccinations and epidemics 3. Filling out an insurance claim form, reading an actual employee benefit booklet 	<ol style="list-style-type: none"> 1. Recording eating habits and activity level for a week 2. Calculate and discuss the merit of BMI 3. Comparing tips related to adopting lifestyle habits that promote better health 4. Compare grocery stores via flyers, fresh vs. frozen vegetables... 5. Research health issues that stem from lifestyle choices
External Resources	<p>www.babycenter.com,</p> <p>www.sexualityandu.ca</p> <p>www.scarleteen.com</p> <p>www.goaskalice.colombia.edu/</p>	<p>www.msss.gouv.qc.ca/en</p>	<p>YouTube videos on healthy eating habits, e.g. Single best thing for our health: 23 ½ hours video</p> <p>Supersize me-movie</p> <p>http://www.nhlbi.nih.gov/guidelines/obesity/BMI/bmicalc.htm</p> <p>BMI calculation</p>

Topic:	<i>Tobacco, Alcohol, and Drugs</i>	<i>Mental Health / Depression</i>
Essential Questions	How do these substances affect and influence my life and those around me?	How do I take care of my mental health? (What is mental health anyway?)
Program Content	<ol style="list-style-type: none"> 1. What are they? (stimulants, depressants, chemical...) 2. Effects of drugs (social, family, physical review, mental, fetus, legal...) 3. Driving, working, and other activities while under the influence 4. Harmful habits and addiction (binge drinking, symptoms and signs of dependency, gambling, gaming and other addictions...) 	<ol style="list-style-type: none"> 1. Work/life balance 2. Stress 3. Anxiety disorders (what are they, signs, and when is it serious, how to get help...) 4. Depression (what is it, signs, and when is it serious, how to get help...) 5. Suicide (what is it, warning signs, how to get help...)
Types of Assessments	<p>C1: Imagining a risky situation and planning how to act C2: Legalization of marijuana article C3: Create a 'JUST SAY NO' commercial</p>	<p>C1: Rebalance your calendar to meet a better work/life situation C2: C3: Awareness Campaign, teen guide to mental health</p>
Types of Activities	<ol style="list-style-type: none"> 1. Chart substances by category (using street names as well) 2. Real life scenarios - bring in addicts, Intervention (T.V. program) 3. Goggle activity (impaired vision goggles) 4. Skits on how to act in different scenarios and how to intervene. Ex: You are concerned your friend has an addiction to gaming, what do you do... 	<ol style="list-style-type: none"> 1. Create a calendar and evaluate time management (have to do, want to do, should and shouldn't do...) 2. Keep a mental health journal and analyze 3. Online research and discussion 4. Online research and discussion 5. Online research and discussion
External Resources	<p>Drug and Alcohol counselor presentation WQSB Drug and Alcohol Portal http://kidshealth.org/teen/drug_alcohol/alcohol/alcohol.html www.sadd.org</p>	<p>www.kidshealth.org/teen/your_mind Distress Centre Ottawa www.dcottawa.on.ca 613-238-3311</p>

PWT Year 2/3 ASP

Society and Financial Independence

Topic:	<i>Social Skills</i>	<i>Financial Independence</i>
Essential Questions	How can gaining an understanding of myself, and others positively impact my life?	What kind of things do I need to know to help me become financially independent?
Program Content	<ol style="list-style-type: none"> 1. Communication skills at school, at home and at work 2. Conflict resolution at home, with peers and in the workplace (work place relationships, gossip, power struggles, work place politics, safety...) 3. Tolerance (putting up with vs. understanding and accepting), prejudice and discrimination 4. Preventing social isolation and promoting social contact 	<ol style="list-style-type: none"> 1. Savings (bank accounts, saving up for something, having a financial cushion, saving for retirement...) 2. Credit and debt (credit cards, forms of credit, interest, dangers of debt, acceptable debt – mortgage, car payments...) 3. Income (gross vs. net, deductions, hourly vs. salary vs. contract) 4. Expenses (fixed, flexible and unexpected) 5. Balancing a budget (living month-to-month) 6. Institutions and transactions (banks, credit unions, Money Mart, fees...) 7. Safety and security (passwords, pins, identity theft)
Types of Assessments	<p>C1: Debriefing and self-assessment following work placement about how a conflict was resolved</p> <p>C2: Debate topics in the news</p> <p>C3: Prepare a poster to fight discrimination</p>	<p>C1: Balance a budget using real life or scenario</p> <p>C2: Can I afford to live on my own?</p> <p>C3:</p>
Types of Activities	<ol style="list-style-type: none"> 1. Different faces for different places (time and place)-LES 2. Scenarios and discussions 3. Film study with theme of tolerance, prejudice and discrimination (ex. “Crash”) 4. Make a list of all the ways you can be socially involved in your community and what resources exist to meet needs 	<ol style="list-style-type: none"> 1. Modify a budget to allow for savings and calculate how the savings accumulates over time 2. Calculate interest paid on sample credit card bills 3. Study sample pay stubs and calculate deductions 4. Classify expenses using graphic organizer and evaluate standard of living and choices 5. Create a working budget 6. Compare and contrast different banks and what they have to offer 7. Research latest security information and create top tips list

External Resources	Films (Crash, In the Heat of the Night, A Time to Kill...) LES: Different Faces for Different Places	Til Debt Do Us Part – T.V. program http://www.gailvazoxlade.com/ Choices and Decisions booklet: TD resources Bank websites
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PWT Year 2/3 ASP

Housing and Transportation

Topic:	<i>Housing</i>	<i>Transportation</i>
Essential Questions	What factors influence my housing decisions?	What do I need, to get to where I want to go?
Program Content	<ol style="list-style-type: none"> 1. Renting vs. owning vs. boarding (pros and cons – utilities, insurance, costs associated, current availability, location, affordability...) 2. Setting up my first place (determining my needs, searching, financing, furnishing, moving...) 3. Rights and responsibilities (tenants, landlords, ownership, Quebec laws, applying for subsidized housing...) 	<ol style="list-style-type: none"> 1. Evaluating personal transportation needs 2. Public transportation (what is available, schedules, cost, encouraging physical activities) 3. Personal transportation (wants and needs, costs, financing, new vs. used...) 4. Driver’s license (how to study, get tested, vocabulary, rights and responsibilities, laws...) 5. Trip planning (bus schedule, GPS and Google maps, plan a vacation)
Types of Assessments	<p>C1: Create board game demonstrating knowledge of topic (game of life as it relates to housing, trivia, what if game...)</p> <p>C2: Debate a local issue: tenants’ rights, landlord’s rights, availability of affordable housing</p> <p>C3:</p>	<p>C1: Compare and contrast different scenarios and options in terms of their viable transportation choices</p> <p>C2: Debate: Should the driver’s license age be raised? What penalties should be given for drinking and driving? Etc.</p> <p>C3: Awareness campaign of impaired driving (drinking and drugs and distractions – friends, cellphones, loud music...)</p>
Types of Activities	<ol style="list-style-type: none"> 1. Graphic organizer compare and contrast 2. Flow chart to illustrate choices and course of action 3. Guest speaker discussing rights and responsibilities 	<ol style="list-style-type: none"> 1. Listing the activities that require different personal transportation needs 2. Plan a bus trip and do it with the class 3. Compare and contrast different scenarios and options 4. Practice sample questions and study the drivers manual 5. Planning a trip near or far

Externa - Resour ces	Local landlords Régie du logement	SAAQ
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Program Content

MÉLS Curriculum Documents

We highly recommend teachers view this original source document.

This curriculum map was created from this suggested program content.

It has specific examples of **what could be taught** and **suggested activities for each concept**.

This document can be found at: <http://www.mels.gouv.qc.ca/en/parcours-de-formation-axee-sur-lemploi/>

Resources

Autonomy and Social Participation

Teaching Resources

1. ***Life Skills Practice*** Binder: publisher PCI Education <http://www.pcieducation.com/life-skills-practice-PCI916.aspx>

Sections in Binder: Being an Employee, Doing Your Banking, Getting Along with Others, Getting Organized, Making Decisions, Running a Household, Understanding Forms, Using a Budget

Publisher description: "An indispensable guide for preparing students for life after high school, *Life Skills Practice* contains hundreds of 'real-life,' 'hands-on' scenarios that encourage student confidence in dealing with a wide variety of everyday situations. This comprehensive program is suitable for individuals with varying levels of ability, and is written in a simple, user-friendly format. The 192 reproducible activity worksheets can be taught in any order and used for instruction or as study guides. They cover such practical everyday activities as decorating a home, dealing with illness, giving medical histories, using travelers' checks, preparing tax forms, eating on a budget, making a savings plan, and more."

2. ***Total Living*** Binder: publisher PCI Education <http://www.pcieducation.com/store/item.aspx?itemid=41737>

Sections in Binder: Budgeting, Extended World, Family, Health, Household, Leisure, Community, Work.

Publisher description: "The 200-page sturdy three-ring binder includes 30 reproducible units, Teaching Suggestions, and Answer Key. Students are introduced to eight different aspects of adult life and will learn to utilize methods of incorporating these aspects into their lives in a positive way. The thought-provoking activities are subjective and open ended, which might require students to think in ways that are new to them. There are "Thoughts for the Teacher" on each topic Overview page throughout the program. This feature offers a mix of activity clarifications, enrichment activities, guest speaker suggestions, and related discussion topics. The end-of-program wrap-up brings the entire process together with an emphasis on overall balance in life."

3. ***Life Skills for Today's World*** 5 workbook series: Publisher Steck-Vaughn (PCI Education) <http://www.pcieducation.com/store/item.aspx?itemid=44535>

5 workbook topics include: Community and Government, Money and Consumers, Personal Health, The World of Work, and Your Own Home

Online resources

Quebec Literacy Working Group: Skills for Life

- Teaching Units created for Adult Literacy learners: Includes many topics related to ASP
- 30 units (student booklets) with some units accompanied by video
- Topics include: Managing Money, Communication Skills, Getting a Drivers License, My Health, etc.

Go to: http://www.learnquebec.ca/en/content/adult_ed/skills_for_life/

Financial Independence

Choices and decisions: Teaching materials Visa

<http://www.practicalmoneyskills.ca/resources/freematerials/classroom/>

Til Debt do us part TV show video's

<http://www.slice.ca/video/#til-debt-do-us-part/video>

Teen banking

<http://www.tdbank.com/wowzone/teens/>

<http://www.moneyinstructor.com/banking.asp>

Social Insurance Number SIN application form and info

http://www.servicecanada.gc.ca/eng/sc/sin/?_ga=1.256458703.519424182.1397764387

Transportation

SAAQ Drivers Licence website (Full of information)

http://www.saaq.gouv.qc.ca/en/driver_licence/index.php

Quebec SAAQ Road Safety quiz

<http://www.saaq.gouv.qc.ca/quiz/securite/en/questionnaire.php>

Health

Health Services for Youth:Street Smarts

<http://www.danslarue.com/en/street-smarts>

Healthy Lifestyle Nutrition Discovery Project

http://www.learnquebec.ca/en/content/curriculum/personal_dev/pe/projects/cqsb/cqsb.html

Sexual Health

http://safehealthyschools.org/webquests/sexual_health/sexual_health_info.htm

http://safehealthyschools.org/webquests/sexual_health/talking_with_parents.htm

http://safehealthyschools.org/webquests/sexual_health/perceptions.htm

http://safehealthyschools.org/webquests/career_development/index.htm

<http://safehealthyschools.org/webquests>

<http://safehealthyschools.org/webquests/curriculum/provCurrQU.htm>

Canadian Food Guide Teaching Resources

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

Healthy and Active Living Journal

http://www.learnquebec.ca/en/content/curriculum/personal_dev/pe/projects/healthjournal2007/index.html

EMSB Healthy and Active Living Journal

<http://www.emsb.qc.ca/pedservices/sandydocs/healthy.pdf>

Consumption

The Story of Stuff-video

<http://www.storyofstuff.org/movies-all/story-of-stuff/>

Fair Trade Teaching Materials

<http://teacher.beecoop.co.uk/?q=node/2>

<http://manderson.home.igc.org/teacherguide/index.html>

Environmental Footprint

<http://www.nationalgeographic.com/xpeditions/lessons/14/g68/HumanFootprint.pdf>

No Impact Project: 5 lessons topics include:

Consumption/Food/Water/Energy/Transportation

<http://noimpactproject.org/educators-middle-high-schoolenvironment-curriculum-html/consumption-lesson-plan/>

Health (cont.)

Single best thing for our health: 23 ½ hours video

<http://www.youtube.com/watch?v=aUalnS6HIGo>

Supersize Me: the movie Short video clips

<http://www.bing.com/videos/search?q=Supersize+me&qpv=Supersize+me&FORM=VDRE>

Supersize Me teaching material

<http://iteslj.org/Lessons/Blake-SuperSize.html>

<http://www.eslprintables.com/printable.asp?id=50629>

Mental Health (Girl Talk)

<http://desiretoinspire.org/>

Society

CBC Connect Mark Kelly: Bullyproof program filmed at Philemon Wright

<http://www.cbc.ca/news/interactives/bullyproof/>

ABC "What would you do? TV show

<http://abcnews.go.com/WhatWouldYouDo/>

Conflict Resolution

<http://onf-nfb.gc.ca/eng/collection/film/?id=33267>

Housing

Canadian Mortgage and Housing Corporation

<https://www.cmhc-schl.gc.ca/en/index.cfm>