



PRAIRIE SPIRIT
SCHOOL DIVISION

PURSUING STUDENT SUCCESS

Life Skills

18, 28, 38

December 2015

An Inspired Community of Learners Pursuing Student Success

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Preface to Alternate Curricula

Prairie Spirit School Division Mission and Vision

Vision: Learners for life

Mission: Learning without limits in a world of possibilities

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RIGOR

RELEVANCE

RELATIONSHIPS

INNOVATION

ASSESSMENT



PRAIRIE SPIRIT
SCHOOL DIVISION

Learners for Life

My Prairie Spirit Classroom

is diverse in worldview, culture, language, gender identity and interests and this is how we learn together.

In my classroom, 20% of the time consists of whole group teacher talk and 80% of the time is student talk (whole group, small group and independent self-talk).

All students participate in side-by-side learning opportunities with me several times a week in each subject area. Side-by-side learning opportunities include descriptive *next steps* feedback or reflective conversations.

My instruction includes opportunities for **all** students to construct knowledge, have choice in learning and experience explicit teaching and modelling of learning strategies that students can apply while exploring new ideas and concepts.

Learning opportunities for **all** students are characterized by high expectations (rigor), personal and purposeful application (relevance), collaborative learning environments (relationship), risk-taking to consider alternative instructional approaches (innovative) and student choice (engagement).

Formative assessment and various forms of feedback (e.g. self, peer, adult, parents) strengthen and inform my classroom practices and support **all** learners in their progress toward their learning goals.

My teaching begins with big ideas, sharing them with students and teaching and relating parts (knowledge and skills) to the big ideas throughout the learning process. **All** students understand, articulate and can provide evidence of their growth towards the big idea.

At least once a month, I have opportunities to discuss the *next steps* in my personal learning efforts. This can occur through learning walks or collaborative learning with colleagues.

Prairie Spirit Guiding Principles

Learning

In Prairie Spirit, students and adults learn without limits in a world of possibilities. We create learning environments that are student centered, where higher order thinking is evident as students inquire, discover and apply their learning in the real world.

Teaching

A Prairie Spirit teacher is a facilitator and a co-learner who inspires curiosity, instills confidence, nurtures student spirit and engages students to discover and present thoughtful responses to meaningful questions. Our teachers create collaborative learning environments where risk-taking, deep thinking and diversity are valued.

Assessment and Feedback

In Prairie Spirit School Division, we are committed to assessment and feedback in a culture of collaboration with effective communication, a clear purpose and appropriate use of data. Our primary purpose for assessment and feedback is to support learning, inform next steps for growth and collect evidence needed to account for learning.

Engagement

As engaged members of the Prairie Spirit learning community, we have a clear purpose, personal autonomy and opportunities to achieve to a high level. Engagement is evident in our passion for learning, our excitement to share with others and our belief that our learning will make a difference

Prairie Spirit School Division Shared Values

Success in Prairie Spirit School Division is achieved through commitment to the following shared values:

Learning

We value learning together to develop the whole person and inspire lifelong learning. We value creative and innovative approaches to improve learning.

Transparency

We value transparent and open relationships that are characterized by the sharing of information and exploration of ideas.

Inclusiveness

We value inclusiveness as the celebration and acceptance of all people.

Nurturing

We value the creation of supportive and caring environments that foster positive learning outcomes.

Diversity

We value diversity in our quest to develop trusting, respectful, equitable and just relationships among participants in our school division.

Collaboration

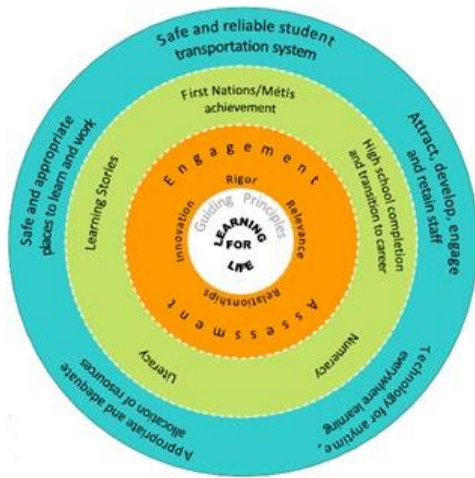
We value collaborative and cooperative relationships that engage stakeholders.

Leadership

We value shared leadership that is adaptive, open and growth oriented.

Accountability

We value individual and organizational accountability.



Prairie Spirit School Division Strategic Planning Framework

The strategic planning framework illustrates the core purpose of the school division; intentionally planning for student success through the beliefs, principles and processes embedded in the Learning for Life framework.

Learning for Life and Guiding Principles

The Learning for Life framework and Guiding Principles illustrate and describe how student and adult learning goals are achieved in schools and classrooms.

The three circles that surround **Learning for Life** influence how learning will be facilitated, the areas of focus and the supports for learning.

Learning Culture

- High expectations (rigor), real world application (relevance), collaborative learning environments (relationships), and risk-taking to consider alternative instructional approaches (innovation) characterize the learning opportunities for students and adults.
- Engagement is required for meaningful learning and is achieved when learning experiences are rigorous and relevant in a relationship-rich environment.
- Assessment strengthens engagement through various forms of feedback (self, peer, adult, student) that informs learners of progress towards their learning goals.

Learning Focus

- The learning focus areas are interconnected and aligned with Ministry and Board goals. Each focus area has a stretch and strategic goal.
- The strategic goals form the focus of school Learning Improvement Plans.
- The learning stories capture the “spirit” of the learning journey. It describes the energy, excitement, challenges, engagement and life lessons learned that may not be easily measured.

Learning Supports

- There are several areas that support student learning in unique ways. These supports have significant impact on facilitating the learning process with rigor, relevance, relationships and innovation.

Prairie Spirit School Division Service Delivery Model and Special Education Initiatives

Student Success Model

The goal of the Student Success Model is to meet the needs of all students in the classroom, as much as possible. The Student Success Model was developed using the principles and practices of Universal Design incorporating all Prairie Spirit School Division initiatives. This model helps to develop methods,

designs, instructions, assignments, and adaptations that are fashioned to benefit more than one group or type of learning style.

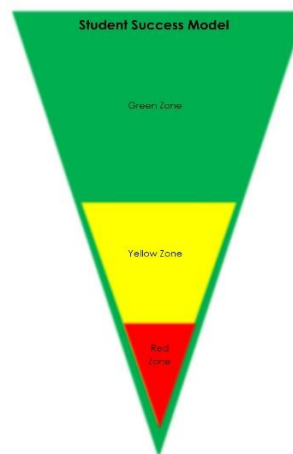
The goal of this model is to support teachers to have a venue to share items that are working in the classroom, to provide an opportunity for collaborating with other professionals, to access personnel to assist with implementation, and to access green, yellow, and/or red zone supports. This allows teachers to use powerful and effective practices, giving all students the opportunity for success. It focuses on having positive outcomes for every student and emphasizes building on a student's interests and strengths.

“We are all green zone learners.”

Green zone: **Responsive instruction** – *developing knowledge of students and their learning styles. Creating a climate that visibly encourages work on authentic tasks and provides appropriate challenge.*

Yellow zone: **Targeted intervention** – *meeting a student's individual needs with support from Special Education Resource Teacher (SERT) to make instructional decisions.*

Red zone: **Intensive individualized interventions** – *developing an inclusion and intervention plan for the student and providing supports to address need.*



Prairie Spirit Learning Support Services believes in a multi-disciplinary approach to providing support and services to schools, students, and families. The move to be proactive and avoid the “wait to fail” response is reflective of a group of professionals creating teams to best meet the needs of students in a timely manner. Multi-disciplinary teams can be made up of the student, parents, classroom teacher, in-school administrators, occupational therapists, speech language pathologists, registered psychologists, Capacity Building Special Education Resource teachers, Special Education Resource teachers, and counsellors. *(Continuous Improvement Framework (CIF) Report: Reporting on Student Success, April 2011)*

Prairie Spirit goals within our Service Delivery Model

The primary goals within Prairie Spirit's service delivery model are:

Inclusionary Practise – Instructional planning and supports that focus on the needs, strengths, and abilities of students are based on inclusionary practices that promote the development of personal empowerment and beliefs where students belong and are valued members of society.

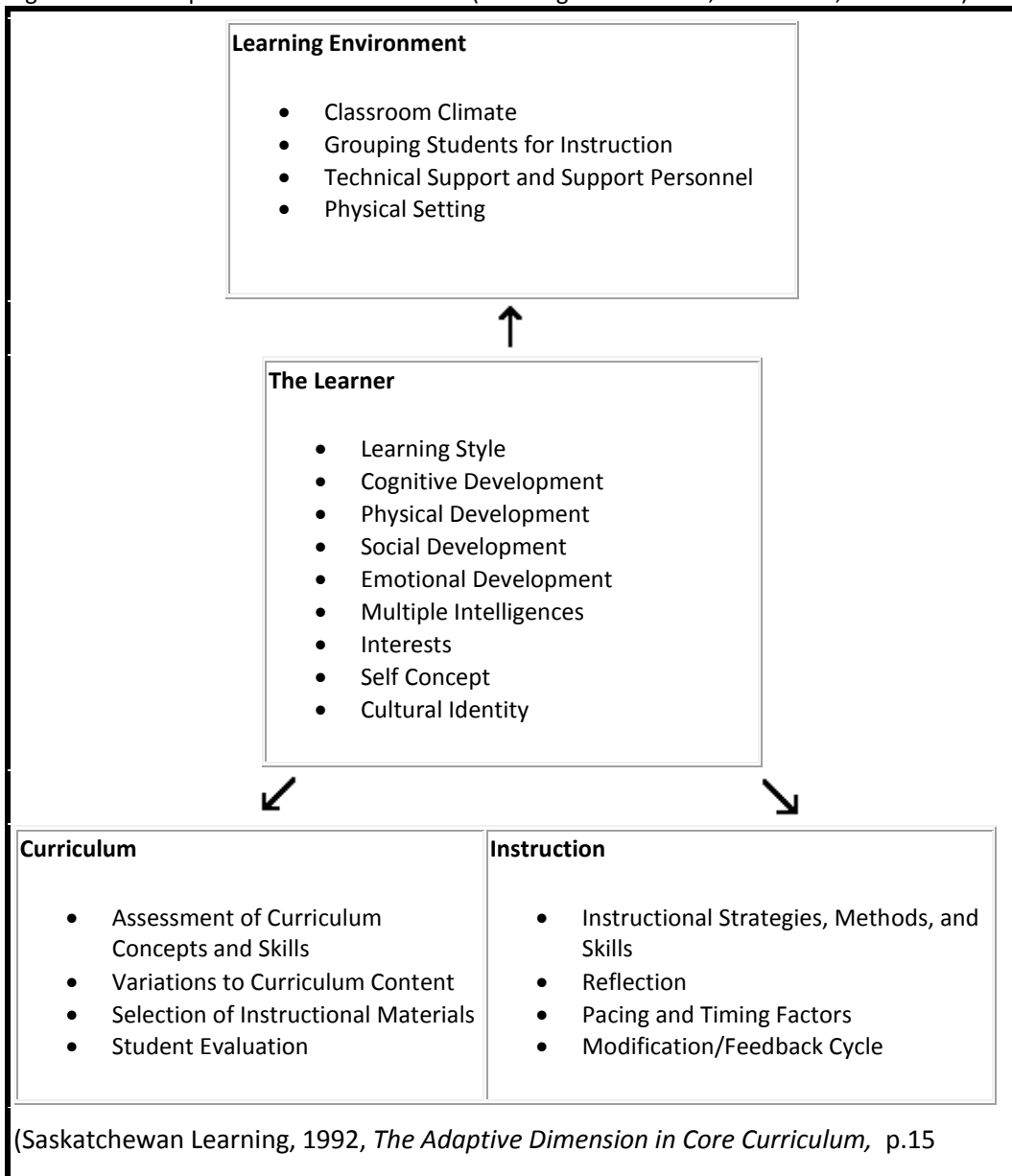
Fostering Independence – Facilitating skill development through purposeful actions that will maximize and promote independence in all students.

Adaptive Dimension

“*The Adaptive Dimension in Core Curriculum* recognizes that classroom teachers have both the right and the responsibility to adapt the learning experiences so that all students may benefit more fully from instruction.” (Saskatchewan Learning, 1992, p.6).

Adaptations mean adjustments that can be made by teachers to three variables: curriculum content, instructional practices, and the learning environment. Adaptations can be made in **all** educational programs as indicated in Figure 1 (below). When making adaptations, the outcomes of the curriculum are not altered, but rather adjustments are made so that the curricular outcomes can be achieved and student learning needs are being met.

Figure 1: The Adaptive Dimension Variables: (Learning Environment, Curriculum, Instruction)



Alternative Education Programs – Credit Requirements

Alternative Education Program			
18, 28, 38			
Required Courses of Study:	Grade 10	Grade 11	Grade 12
Language Arts/Communications	A18	A28	A38
Language Arts/Communications	B18	B28	B38
Career and Work Exploration	18	28	38
Mathematics	18	28	
Science	18		
History, Native Studies or Social Studies	18		
Specified Areas of Study:			
	Grade 10, 11, or 12		
Health Education/Physical Education	1		
Arts Education/Practical and Applied Arts	1		
Total (includes unspecified electives)	Grade 10 minimum 8 credits	Grade 11 minimum 16 credits	Grade 12 minimum 24 credits (at least five at grade 12 level)
<ul style="list-style-type: none"> • Transcript indicates the individual courses (and percentage grades) at each level of the program (Saskatchewan Learning, 2006, p. 3) • Students require at least one course in each specified area at either Grade 10, 11, or 12 • Electives may be taken from Regular Education Program courses and/or Alternative Education Program courses (Saskatchewan Learning, 2006, p. 4) 			

Protocol for Alternative Education Placement in Prairie Spirit School Division

An **Alternative Education Program** is developed to meet the needs of students who require curricula that are qualitatively different from the regular education program (Locally Modified Advanced 10A, 20A, 30A; Core 10, 20, 30; Locally Modified Basic 11, 21, 31).

An **Alternative Education Program** is designed for students who are unable to meet the learning outcomes of the Secondary Level Regular Education Program (Locally Modified Advanced 10A, 20A, 30A; Core 10, 20, 30; Locally Modified Basic 11, 21, 31) even after the Adaptive Dimension has been applied extensively.

The decision to move a student from a Regular Education Program to an Alternative Education Program should be based on formal and informal assessments of both academic and cognitive functioning.

Placement in an Alternative Education Program is not considered appropriate for students with average to above average cognitive ability who may have learning disabilities and/or behavior disorders, and/or for whom English is a second language or dialect.

The program at each grade level may include combinations of courses from Regular Education and Alternative Education Programs.

Grade 10 Alternative Education Programs are registered as '18' level courses;
Grade 11 Alternative Education Programs are registered as '28' level courses;
Grade 12 Alternative Programs are registered as '38' level courses.

Procedure for Placement

1. The decision to move a student from the Regular Program into an Alternative Education Program should be based on:
 - Assessment and evaluation of the student's academic functioning
 - Assessment and evaluation of the student's cognitive functioning as determined by qualified personnel
 - Educational history of the student
 - The agreement and input of both student(s) and parent(s)/caregiver(s)
2. Parent(s)/caregiver(s) and student(s) are consulted prior to enrolment of a student in Alternative Education Programs. They are provided with a clear understanding of the implications and limitations of enrolling in and completing an Alternative Education Program. Completion of an Alternative Education Program **does not** currently meet the admission requirements for most post-secondary programs.
3. Students enrolled in an Alternative Program are registered with the Registrar's Office. A student must be at least **14 years, 8 months** of age to be registered in an Alternative Education Program.

4. **The following criteria must be met in order for a student to be enrolled in an Alternative Education Program:**
 - The student's reading achievement is below the Grade 4 level as measured by a standardized test
 - The student has been working on a qualitatively different educational program throughout most of his/her school career
 - The student is at risk or at potential risk for dropping out of school
 - The student has been administered a cognitive assessment within the past three years that indicates below average cognitive ability
5. Students will vary in their individual program needs and in the pace at which they will be able to complete the Alternative Education Program.

School divisions are expected to be flexible in facilitating a student's completion of an Alternative Education Program. Students may require more than one year to complete what is often considered a one-year program.

It is the responsibility of local school authorities to determine when course requirements have been completed and to forward that information to the Registrar's Office.

Implications of Placement

1. Registration in **one** Alternative Education course (18, 28, or 38) automatically registers a student in an Alternative Education Program.
2. Completion of an Alternative Education Grade 12 does not currently meet the admission requirements for most post-secondary programs (University and SIAST).
3. An Alternative Education course cannot be used to meet the requirements of the Regular Education Program.
4. An Alternative Education Program IS NOT the equivalent of a Regular Education Program (Locally Modified Advanced 10A, 20A, 30, A; Core 10, 20, 30; Locally Modified Basic 11, 21, 31) courses.

References

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programs: Alternative Grade 10, 11, and 12*.
http://www.sasked.gov.sk.ca/branches/curr/pdf/AltEdPolicy_Procedures.pdf

Life Skills 18: Life Skills Curriculum¹

Rationale:

One of the greatest measures of success is living an independent, fulfilling life. Having a Life Skills Curriculum will address the need that many students in Alternate Education Programs have for developing independent living skills. Because of developmental delays and/or other factors, students may lack the ability to acquire these life skills incidentally through observation and interaction at home and in the community. They need specific instruction and targeted practice to develop an adequate skill level. The kinds of skills that are focused on in this Life Skills Curriculum are not found in Regular (Core or Modified) courses. The only way to meet the specific educational needs of these students is to provide an Alternate Life Skills Curriculum.

Aim:

The aim of the Life Skills Curriculum is to help students develop skills and knowledge to become as independent as possible at home, at school, and in the community. This course will develop skills which will help students to assume responsibility in a variety of environments. The focus of this course is on the development of effective social skills, decision-making skills, and skills in daily living.

Life Skills 18 Outcomes:

- I. **Social and Communication Skills:** Students will develop appropriate social and communication skills, which will allow them to function successfully in a variety of settings and situations.
- II. **Responsibility for Self:** Students will be able to assume self-responsibility by building personal management skills in the area of self-esteem.
- III. **Safety:** Students will develop the skills to make safe choices by learning about personal safety.
- IV. **Personal Health and Hygiene:** Students will develop the knowledge and skills to make wise, healthy, lifestyle choices.
- V. **Money Management:** Students will develop money management skills.
- VI. **Recreation and Leisure:** Students will develop the knowledge and skills to access community agencies and facilities for recreation and leisure activities.

¹ Content of the Life Skills Course is adapted from the “Northern Regional Working Committee April 2006: Life Skills 18-28-38” and “Life Skills Guidebook 2004: Casey Family Programs.”

Life Skills 18: Outcomes, Indicators, and Resources

I. Life Skills 18: Social and Communication Skills

Students will develop appropriate social and communication skills, which will allow them to function successfully in a variety of settings and situations.

Life Skills 18 Outcome: The student will be able to demonstrate Social and Communication Skills by using **Telephone Skills**.

Indicators: The students will be able to:

1. Use a telephone to make a call.
2. Use a pay phone.
3. Find a personal number in the phone book (white pages).
4. Call directory assistance to get a phone number (411).
5. Demonstrate appropriate telephone manners.
6. Take a phone message.
7. Leave a phone message.
8. Leave a voice mail message.
9. Demonstrate what to say after dialing wrong number.
10. Call the appropriate person when missing school or work.
11. Demonstrate polite way to ask friend for home phone number.
12. Maintain address book (electronic or paper) of phone numbers.
13. Use a cell phone.
14. Explain when to dial 911 or other emergency services.
15. List what information to give when making an emergency (911) phone call.
16. Demonstrate how to make an emergency (911) phone call.
17. Explain how to make long distance calls responsibly.
18. Use the internet to find phone numbers.

Possible Resources and Materials:**Telephone Skills**

<http://www.literacynet.org/esl/minigrants/telephoneskills/lessonplans.pdf>

<http://www.cccoe.net/social/PVStelephone.htm>

Numbers

<http://www.dltk-teach.com/mphone.htm>

Étiquette

<http://www.uen.org/Lessonplan/preview.cgi?LPid=6148>

Leaving a Message

http://slincs.coe.utk.edu/gtelab/learning_activities/16unkn.html

Cell Phone

<http://www.lovelysms.com/how-to-use-your-mobile-phone.htm>

Cell Phone Safety

<http://nobullying.com/cell-phone-safety/>

Handling Telemarketers

<http://www.mywizardads.com/blog/2009/12/cbs-andy-rooney-tips-for-handling-telemarketers/>

Emergency

http://www.readwritethink.org/files/resources/lesson_images/lesson18/EmergencyResources.pdf

<http://learningstore.uwex.edu/assets/pdfs/NCR59704.pdf>

Numbers

<http://www.dltk-teach.com/mphone.htm>

Phone Book

http://www.readwritethink.org/files/resources/lesson_images/lesson18/RWta10-6.PDF

<http://www.readwritethink.org/resources/resource-print.html?id=18>

Life Skills 18 Outcome: The students will be able to identify and demonstrate appropriate **Conversation Skills**.

Indicators: The students will be able to:

1. Demonstrate appropriate tone of voice for the situation.
2. Demonstrate appropriate facial expressions for the situation.
3. Demonstrate appropriate body language for the situation.
4. Demonstrate appropriate eye contact for the situation.
5. Demonstrate how to enter a conversation in progress.
6. Repeat or rephrase statement if the other person did not understand.
7. Greet people in an acceptable manner.
8. Initiate conversations appropriately.
9. Maintain a conversation appropriately.
10. Change topics in a conversation appropriately.
11. Demonstrate how and when to end a conversation.
12. Know when it's appropriate to visit with friends at school or work.
13. Include others in conversation.
14. Take turns during conversation.
15. Demonstrate interest in the other person and what they are discussing.
16. List what are appropriate topics of conversation in various situations.
17. List what are inappropriate topics of conversation in various situations.
18. Explain when it is appropriate to interrupt a conversation.
19. Define "gossip" and state what is harmful about it.

Possible Resources and Materials:

Introducing Yourself and Conversations

<http://www.tolearnenglish.com/cgi2/myexam/liaison.php?liaison= sepresenter>

Greetings

<http://teacherslove.blogs.sapo.pt/11774.html>

Conversation Starters

<http://www.cindysautisticsupport.com/socialskills.html>

II. Life Skills 18: Responsibility for Self

Students will be able to assume self-responsibility by building personal management skills in the area of self-esteem.

Life Skills 18 Outcome: The students will develop an increased knowledge of self and of their personal needs and strengths in order to become more confident with improved **Self-Esteem**.

Indicators: The students will be able to:

1. List five positive things about self.
2. List three things to improve about self.
3. Describe the relationship between body image and self-esteem.
4. Become aware of actions that enhances or undermines self-esteem.
5. Identify how level of self-esteem affects one's life.
6. Describe the relationship between self-esteem and the choices one makes.

Possible Resources and Materials:

Self-Esteem

<http://selfesteemgames.mcgill.ca/>

<http://www2.scholastic.com/browse/unitplan.jsp?id=336>

<http://www.cccoe.net/social/skillslist.htm>

III. Life Skills 18: Safety

Students will develop the skills to make safe choices by learning about personal safety.

Life Skills 18 Outcome: The students will be able to identify and explain various aspects of **Personal Safety**.

Indicators: The students will be able to:

1. Name two or more places to contact if feeling unsafe.
2. Describe potentially dangerous situations and possible unhealthy outcomes (e.g., talking to strangers, hitchhiking, running away).
3. Explain and comply with rules intended to ensure safety (e.g., not using the crosswalk).
4. Identify three rules to ensure swimming safely.
5. Describe and demonstrate what to do and who to phone in the case of a swimming accident.
6. Identify whether or not a situation is an emergency.
7. Explain three ways to keep safe on the internet and on the telephone.
8. Describe the laws regarding alcohol use in Saskatchewan.
9. Describe two strategies for responsible drinking.

Possible Resources and Materials:

Safety

http://www.ehow.com/info_8209059_games-teach-kids-strangers.html

Internet Safety

<http://www.safekids.org/safety-basics/pre-teens-and-teens/>

<http://www.ou.edu/content/police/inetmenu/4parents.html>

http://kidshealth.org/teen/safety/safebasics/internet_safety.html

Swimming Safety

<http://www.safekids.org/poolsafety>

General Safety/Emergency Tips

<http://www.safekids.org/safetytips>

IV. Life Skills 18: Personal Health and Hygiene

Students will develop the knowledge and skills to make wise, healthy, lifestyle choices.

Life Skills 18 Outcome: The students will learn and demonstrate proper **Grooming and Hygiene skills**.

Indicators: The students will be able to:

1. Explain and demonstrate the benefits and reasons for proper hand-washing technique.
2. Explain the appropriate steps in taking a bath or shower.
3. Explain when and how to use appropriate hygiene products (toilet paper, soap, shampoo, brush/comb, toothbrush, toothpaste, floss, deodorant, sanitary napkins/tampons, shaving equipment, nail clippers, etc.)
4. Explain and demonstrate proper techniques for keeping clothing clean and repaired.
5. Describe how different clothing is appropriate for different settings.
6. Describe when make-up is appropriate and when to apply.
7. Explain how to avoid getting lice.
8. Explain how poor hygiene affects friendships, relationships with others, and employment opportunities.
9. Explain how hygiene affects one's physical and emotional health.
10. Describe the impact of culture on hygiene.

Possible Resources and Materials:

Importance of Good Hygiene - Hand Washing, Hair, Face, Body, Clothing, Independent Living

<http://www.webmd.com/parenting/features/teen-hygiene>

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=289&id=2146>

Grooming Skills

<https://www.carautismroadmap.org/teaching-your-child-hygiene-and-grooming-skills/>

Print Resources:

Janus Life Skills Workbooks- Living on Your Own (Globe Pearson), 1998

V. Life Skills 18: Money Management

Students will develop money management skills.

Life Skills 18 Outcome: The students will be able to describe and demonstrate the skills needed to **Handle Money**.

Indicators: The students will be able to:

1. Name coins and bills and their values.
2. Count coin combinations to make one dollar.
3. Count bill and coin combinations up to one hundred dollars.
4. Write words for numbers.
5. Round up money to the nearest dollar amount.
6. Count the correct amount of money to make a purchase.
7. Make change from a dollar.
8. Make change from \$5, \$10, \$50 and \$100.
9. Demonstrate how to handle, store, and carry money safely.
10. Explain why to refrain from carrying large amounts of money on person.
11. Indicate danger of showing money in public.
12. Understand the importance of reporting lost money or wallet.

Possible Resources and Materials:

See PSSD SERT portal: Documents – Alternate Programs- Alternate Life Skills- Alt Life skills (2011)-Resources-Money Management
[Money Matters](#) (SERT portal)

Handling Money – Identifying Coins, Bills, and Cheques

<https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/Lfyjbyjsxs/tVdEiFADBs=F>

<http://www.funbrain.com/cashreg/index.html>

http://www.mathmammoth.com/canadian_money.php

http://nlvm.usu.edu/en/nav/frames_asid_325_g_1_t_1.html

<http://www.mrnussbaum.com/cashout/index.html>

<http://www.mrnussbaum.com/lunchlady/index.html>

Print Resources:

Applying Life Skills, Kelly-Plate and Eubanks, (McGraw Hill-Glencoe), 2007

VI. Life Skills 18: Recreation and Leisure

Students will develop the knowledge and skills to access community agencies and facilities for recreation and leisure activities.

Life Skills 18 Outcome: The students will be able to identify, select, and access community agencies and facilities for appropriate **Leisure Activities**.

Indicators: The students will be able to:

1. Describe the difference between healthy and unhealthy leisure activities.
2. Describe two advantages of healthy leisure time activities (e.g., reduce stress, meeting people with similar interests).
3. Identify two resources that can be used to locate healthy leisure time activities (e.g., newspaper, internet, phone book, friends, family).
4. Identify one leisure time activity for further exploration.
5. Name the location of a theatre and procedure for attending a movie theatre.
6. Determine the location, times, prices, and other important information about selecting a sporting event in the community to attend.
7. State the location and purpose for a museum.
8. Name three free and three cost activities.
9. Describe how to host a fun and safe party.
10. Plan and invite peers to social events.
11. Participate in a sport or hobby.
12. Identify different leisure trip locations.
13. Choose a trip location.
14. Create a trip budget.
15. Develop a trip savings plan, if necessary.
16. Describe pre-trip preparation (e.g., immunization, packing).
17. Develop a trip activity plan.

Possible Resources and Materials:**Sports Safety**

http://kidshealth.org/teen/food_fitness/exercise/sport_safety.html

<http://www.stopsportsinjuries.org/>

Plan Leisure Activities

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)

Print Resources:

SEALS II weekend planning p 28 Leisure Scavenger Hunt, p 27 Weekend planning p28

Future Path p89, 97

Additional Resources:**Possible Resources and Materials**

<http://www.cccoe.net/social/skillslist.htm>

http://www.boystownpress.org/samplePDFs/45-015_look.pdf

Life Skills Posters and Printables

http://www.abcteach.com/directory/basics/social_studies/character_education/

Life Skills 28: Life Skills Curriculum²

Rationale:

One of the greatest measures of success is living an independent, fulfilling life. Having a Life Skills Curriculum will address the need that many students in Alternate Education Programs have for developing independent living skills. Because of developmental delays and/or other factors, students may lack the ability to acquire these life skills incidentally through observation and interaction at home and in the community. They need specific instruction and targeted practice to develop an adequate skill level. The kinds of skills that are focused on in this Life Skills Curriculum are not found in Regular (Core or Modified) courses. The only way to meet the specific educational needs of these students is to provide an Alternate Life Skills Curriculum.

Aim:

The aim of the Life Skills Curriculum is to help students develop skills and knowledge to become as independent as possible at home, at school, and in the community. This course will develop skills which will help students to assume responsibility in a variety of environments. The focus of this course is on the development of effective social skills, decision-making skills, and skills in daily living.

Life Skills 28 Outcomes:

- I. **SOCIAL AND COMMUNICATION SKILLS:** Students will develop appropriate social and communication skills, which will allow them to function successfully in a variety of settings and situations.
- II. **RESPONSIBILITY FOR SELF:** Students will be able to assume self-responsibility by building personal management skills in the areas of problem solving and decision-making.
- III. **SAFETY:** Students will develop the skills to make safe choices by learning about how to make the home safe.
- IV. **PERSONAL HEALTH AND HYGIENE:** Students will develop the knowledge and skills to make wise, healthy, lifestyle choices.
- V. **MONEY MANAGEMENT:** Students will develop money management skills.
- VI. **TRANSPORTATION:** Students will develop the knowledge and skills to access transportation.

² Content of the Life Skills course is adapted from the “Northern Regional Working Committee April 2006: Life Skills 18-28-38” and “Life Skills Guidebook 2004: Casey Family Programs.”

Life Skills 28: Outcomes, Indicators, and Resources

I. Life Skills 28: Social and Communication Skills

Students will develop appropriate social and communication skills, which will allow them to function successfully in a variety of settings and situations.

Life Skills 28 Outcome: The students will be able to understand and express what makes a Positive Relationship.

Indicators: The students will be able to:

1. Explain the importance of getting along with others at home and School.
2. List the qualities of a positive friend.
3. Explain ways to initiate a positive friendship.
4. Explain how to maintain a positive friendship.
5. Explain differences between quantity and quality of friends.
6. Explain the difference between positive and negative friendships.
7. Demonstrate how to deal with negative peer pressure.
8. List characteristics of a negative relationship.
9. Define what “bullying” means.
10. Choose not to bully or tease.
11. List strategies for dealing with being bullied or teased.
12. Use “I” statements.
13. Identify strategies to use if being bullied or harassed.
14. Know the rights of a child.
15. Recognize various types of abuse.
16. Know the signs and symptoms of the various types of abuse.
17. Know how to report signs of abuse.

Possible Resources and Materials:
<p>Friendship Skills http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=286&id=1636</p> <p>Emotions, Friendships, Bullying, Manners http://facs.pppst.com/lifeskills.html http://www.sheknows.com/parenting/articles/810423/helping-kids-make-friends http://www.publications.gov.sk.ca/details.cfm?p=505&cl=2</p> <p>Bullying http://www.redcross.ca/how-we-help/violence--bullying-and-abuse-prevention/educators/bullying-and-harassment-prevention https://reportbullyingsk.edudata.ca/apps/bullying/</p> <p>Rights of a Child http://rightsofchildren.ca/ http://www.saskcao.ca/</p> <p>Abuse and Bullying http://www.partnersagainsthate.org/educators/middle_school_lesson_plans.pdf</p> <p>Drug Abuse https://www.saskatchewan.ca/residents/health/accessing-health-care-services/mental-health-and-addictions-support-services/alcohol-and-drug-support/alcohol--drug-and-addictions-resources http://www.lakeside.ca/patient_info.php?f_action=news_detail&news_id=13304</p> <p>Emotional Abuse http://www.buzzle.com/articles/emotional-abuse-signs-and-symptoms.html</p> <p>Child Abuse 2014 Saskatchewan Child Abuse Protocol http://www.publications.gov.sk.ca/details.cfm?p=505&cl=2</p>

Life Skills 28 Outcome: The students will be able to identify and demonstrate positive Interpersonal Skills.
Indicators: The students will be able to:
1. Introduce people to each other.
2. Introduce self in a confident, appropriate manner.
3. Show socially appropriate behaviours when meeting someone new.
4. Explain what respect looks like, sounds like, and means.
5. Demonstrate appropriate table manners.
6. Politely request assistance when needed.
7. Accept help when needed.

8. Give a compliment.
9. Respond appropriately to a compliment.
10. Use polite language (e.g., “please,” “thank you,” “excuse me”).
11. Respect the privacy of others.
12. Ask for privacy when appropriate.
13. Know how to get someone’s attention appropriately.
14. Display polite and courteous behaviour to others in public.
15. Demonstrate how to apologize sincerely.
16. Accept an apology graciously.

Possible Resources and Materials:

Interpersonal Skills
[Ready, Set, Fly! A Parents’ Guide to Teaching Life Skills](#) (SERT portal)

Manners, Courtesy, and Respect
<http://www.mrdonn.org/sociology.html>
<http://www.teacherplanet.com/resource/manners.php>
<http://education.qld.gov.au/library/docs/edhistory/goodmanners.pdf>
http://www.thurstonwhitaker.com/downloads/child_teacherguide.pdf
<http://www.buzzle.com/articles/teaching-children-respect.html>

Accept and Pay Compliments
http://www.jimwrightonline.com/pdfdocs/prtutor/prtutor_lesson2.pdf

Table Manners
http://www.abcteach.com/free/p/poster_tablemanners_feedback.pdf
<http://www.dcmp.org/guides/10535.pdf>

II. Life Skills 28: Responsibility for Self

Students will be able to assume self-responsibility by building personal management skills in the areas of problem solving and decision-making.

Life Skills 28 Outcome: The students will learn Problem Solving and Decision-Making skills and apply them to real-life situations.

- Indicators: The students will be able to:**
1. Describe the problem solving process.
 2. Identify the problem.
 3. Weigh positive and negatives of the problem.

4. Determine whether something is a problem or not.
5. Brainstorm for solutions.
6. Choose from safe and legal solutions.
7. Test and utilize chosen solutions.
8. Reflect and evaluate outcome of the solution.
9. If problem isn't resolved, pick a different solution, and try to solve again.
10. Differentiate between a problem that can be changed, and a reality that cannot be changed.
11. List criteria for whether solutions are positive or negative.
12. Apply the problem solving process to a variety of situations or issues.
Possible Resources and Materials:
Problem Solving and Decision-Making http://www.arcticclimatemodeling.com/lessons/acmp/acmp_58_Seasons_DecisionMaking.pdf

III. Life Skills 28: Safety

Students will develop the skills to make safe choices by learning about how to make the home safe.

Life Skills 28 Outcome: The students will recognize and demonstrate various aspects of Home Safety.

Indicators: The students will be able to:

1. Explain two ways to prepare for natural disasters.
2. Explain proper storage of hazardous household materials.
3. Explain three strategies for child-proofing a house.
4. Identify four items in a first aid kit or household emergency kit.
5. Describe use and maintenance of a smoke detector, carbon monoxide detector, and fire extinguisher.
6. Explain three ways to prevent fires.
7. Describe an emergency evacuation route in case of fire.
8. Describe and demonstrate what to do and who to phone in the case of a fire.
9. Explain two ways to prevent a break-and-enter in your home.
10. Read and explain a list of common safety words and symbols (explosive, corrosive, flammable, poison).
11. Describe signs of possible household dangers (e.g., smelling gas, flooding).
12. Describe how to prevent poisoning.
13. Describe and demonstrate what to do and who to phone in the case of a natural disaster.
14. Describe and demonstrate what to do and who to phone in the case of an accident with hazardous household products.
15. Describe and demonstrate what to do and who to phone in the case of an accident in the home.

Possible Resources and Materials:

Home Safety

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)

Natural Disaster

<http://www.youtube.com/watch?v=sg8-Ouxu-2o>

Household Hazards

<http://healthycanadians.gc.ca/security-securite/home-maison/chemicals-chimiques-eng.php>

Child Proof House

<http://www.safekids.org/safetytips>

Home Emergency Kit- First Aid

http://www.stayingalive.ca/first_aid.html

<http://www.redcross.ca/training-and-certification/first-aid-tips-and-resources-/first-aid-tips>

Fire Safety

http://www.homesafetycouncil.org/SafetyGuide/sg_fire_w001.asp

<http://www.safekids.org/assets/docs/for-educators/Fire-Safety.pdf>

<https://www.saskatchewan.ca/residents/emergency-public-health-and-safety/fire-safety/fire-awareness-and-education>

Evacuation

http://www.stayingalive.ca/kids_escapeplan.html

<http://www.redcross.ca/how-we-help/emergencies-and-disasters-in-canada/for-home-and-family>

Signs of Dangers

<http://www.mysafetysign.com/>

Safety Words/Symbols

http://www.nc-net.info/ESL/Caldwell/Year_1/Lesson_Plans/Safety_Signs/safety_signs.php

<http://www.brainpopjr.com/health/besafe/safetysigns/grownups.weml#teachers>

<http://www.brainpopjr.com/health/besafe/safetysigns/preview.weml>

Signs of Dangers

<http://www.mysafetysign.com/>

Chemical/Poison Safety

<http://www.safekids.org/safety-basics/safety-resources-by-risk-area/poison/household-poison-prevention-1.html>

<http://www2.worksafebc.com/pdfs/YoungWorker/studentworksafe/gr8/Module3WHMISGr8StudentHandouts.pdf>

Print Resources:

Janus Life Skills Workbooks- Living on Your Own (Globe Pearson), 1998

Applying Life Skills, Kelly-Plate and Eubanks, (McGraw Hill-Glencoe), 2007

IV. Life Skills 28: Personal Health and Hygiene

Students will develop the knowledge and skills to make wise, healthy, lifestyle choices.

Life Skills 28 Outcome: The students will be able to explain and demonstrate proper Dental Care.

Indicators: The students will be able to:

1. Explain and demonstrate proper brushing techniques.
2. Explain and demonstrate proper flossing techniques.
3. Explain the importance of visiting the dentist yearly for a cleaning and checkup.
4. Describe how to select a dentist (online, phone book, etc.).
5. Make and keep an appointment for visiting the dentist for a cleaning and checkup.
6. Identify what reasons there could be for making a dentist appointment, other than a cleaning and checkup.
7. Explain the costs and types of medical coverage available for dental care.

Possible Resources and Materials:

Dental Care

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)

<http://www.saskatchewan.ca/residents/health/wellness-and-prevention/dental-oral-health>

<http://www.colgate.com/app/Kids-World/US/HomePage.cvsp>

Life Skills 28 Outcome: The students will be able to explain the importance of proper Eye Care.

Indicators: The students will be able to:

1. Explain how to take good care of eyes.
2. Wear eyeglasses as directed by doctor.
3. Explain the importance of wearing eyeglasses when they are needed.
4. Describe the benefits of regular eye appointments (e.g., glaucoma, change in prescription, etc.).
5. Identify what is involved in an eye examination.
6. Explain what to do if there is a foreign object in the eye.
7. List the signs and symptoms of a more serious illness (e.g., diabetes, stroke) that relates to the eyes.
8. Explain the costs and types of medical coverage available for going to the eye doctor.

Possible Resources and Materials:

Eye Care

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)

http://www.optometrists.sk.ca/about_examinfo.php

http://www.educationworld.com/a_lesson/lesson078.shtml

Life Skills 28 Outcome: The students will be able to identify the steps, procedures, and importance of obtaining proper Medical Care.

Indicators: The students will be able to:

1. Identify what information is appropriate to share with a doctor.
2. Describe family and personal medical history.
3. Give examples of appropriate health questions to ask a doctor during examination.
4. Describe appropriate behaviour in a doctor's waiting room.
5. Describe symptoms of cold, flu, and other common health problems.
6. Select appropriate over-the-counter medications for pain, stomach upset, common cold, or allergy symptoms.
7. Identify the difference between a prescribed and an over-the-counter medication.
8. Demonstrate treating simple injuries such as cuts, burns, bites, stings, and splinters.
9. Identify when and where to seek medical attention.
10. Identify various types of doctors and their specialties.
11. Explain how and why a blood sample might need to be taken.
12. Explain what a pharmacist is.
13. Discuss what is involved in getting a complete physical exam.
14. Explain the symptoms of an allergic or anaphylactic shock.
15. Explain personal medical needs.
16. Interpret instructions on medications: dose frequency, contra-indications, warnings, recommended storage, and possible side effects.
17. Explain what to do when an illness has not responded to medication.
18. Explain what to do in the case of an adverse reaction to a medication.
19. Describe what happens when medication is used improperly.
20. Describe the possible effects of taking medications while pregnant.
21. Explain the difference between generic and brand name medications.

Possible Resources and Materials:

Staying Healthy

<http://kidshealth.org/teen/>

<http://www.girlshealth.gov/>

Types of Doctors and Doctor Visits

<http://www.literacynet.org/vtd/>

<http://www.lessonplanspage.com/PETypesOfHealthCareProfessionals67.htm>

Prescription versus Over-the-Counter: How to Take Meds Properly

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)

V. Life Skills 28: Money Management

Students will develop money management skills.

Life Skills 28 Outcome: The students will be able to explain and demonstrate the procedures needed for Banking Skills.

Indicators: The students will be able to:

1. Explain how to use a debit card.
2. Use a banking machine to make deposits, withdrawals, and check balance.
3. Understand the importance of keeping pin number private.
4. Write a cheque.
5. Keep a record of bank transactions.
6. Identify the financial institutions available in the community.
7. Describe and compare the services available at different financial institutions.
8. Identify possible deductions on pay cheque.
9. Explain the difference between gross and net pay.
10. Explain reasons to deposit pay cheque as soon as it is received, or use automatic deposit.
11. Outline the advantages and disadvantages of automatic deposits and withdrawals.
12. Demonstrate how to access and utilize banking information online.
13. Identify the pros and cons of using credit.
14. Describe the pros and cons of different savings accounts.
15. Open a savings account, providing the proper type of personal identification.
16. Fill out deposit and withdrawal forms.
17. Read a bank statement.

Possible Resources and Materials:

Money Management

[Applying Life Skills](#), Kelly-Plate and Eubanks, (McGraw Hill-Glencoe), 2007 (See PSSD SERT portal go to – Documents – Alternate Programs- Alternate Life Skills- Alt Life skills (2011)-Resources-Money Management)

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)

[Money Matters](#) (SERT portal)

https://www.practicalmoneyskills.com/foreducators/lesson_plans/special.php

<http://portals.spiritsd.ca/speced/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fspeced%2FShared%20Documents%2FAlternate%20Programs%2FAlternate%20Life%20Skills%2018%2C%2028%2C%2038%20%282011%29%2FResources%2FMoney%20Management>

[Your Checking Account – Lessons in Personal Banking](#), Reitz, V, (Walch Publishing), 2006 (Teacher Guide and Student Workbook)

VI. Life Skills 28: Transportation

Students will develop the knowledge and skills to access transportation.

Life Skills 28 Outcome: The students will be able to identify and use various means of transportation.

Indicators: The students will be able to:

1. Identify the types of public transportation available.
2. Describe the costs of different forms of public transportation (e.g. daily, weekly vs. monthly, cabs, bus, train).
3. Use the internet to access information about transportation.
4. Read transportation schedules and maps.
5. Demonstrate using at least one form of public transportation.
6. Demonstrate reading a map.
7. Identify the types of transportation available.
8. Describe the costs of different forms of transportation.
9. Read transportation schedules and maps.
10. Select a means of transportation from those available in the community or nearby city.
11. Explain how to travel safely for various methods of transportation (e.g. bike helmet, avoiding hitchhiking).
12. Demonstrate using one or more means of transportation (e.g. bus, cab, etc.)
13. Give directions to own home.
14. Describe the requirements for obtaining and renewing a driver's license (legal requirements, ID, costs, where to apply).
15. Describe the costs associated with vehicle ownership (purchasing a vehicle, insurance, routine maintenance, safety checks).
16. Demonstrate using two or more means of transportation to travel.

Possible Resources and Materials:

Transportation

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)

Additional Resources:

Possible Resources and Materials

<http://www.cccoe.net/social/skillslist.htm>

http://www.boystownpress.org/samplePDFs/45-015_look.pdf

Life Skills Posters and Printables

http://www.abcteach.com/directory/basics/social_studies/character_education/

Life Skills 38: Life Skills Curriculum³

Rationale:

One of the greatest measures of success is living an independent, fulfilling life. Having a Life Skills Curriculum will address the need that many students in Alternate Education Programs have for developing independent living skills. Because of developmental delays and/or other factors, students may lack the ability to acquire these life skills incidentally through observation and interaction at home and in the community. They need specific instruction and targeted practice to develop an adequate skill level. The kinds of skills that are focused on in this Life Skills Curriculum are not found in Regular (Core or Modified) courses. The only way to meet the specific educational needs of these students is to provide an Alternate Life Skills Curriculum.

Aim:

The aim of the Life Skills Curriculum is to help students to develop the skills and knowledge that will allow them to become as independent as possible at home, at school, and in the community. This course will develop skills which will help students to assume responsibility in a variety of environments. The focus of this course is on the development of effective social skills, decision-making skills, and skills in daily living.

Life Skills 38 Outcomes:

- I. **SOCIAL AND COMMUNICATION SKILLS:** Students will develop appropriate social and communication skills, which will allow them to function successfully in a variety of settings and situations.
- II. **RESPONSIBILITY FOR SELF:** Students will be able to assume self-responsibility by building personal management skills in the areas of setting goals and self-advocacy.
- III. **SAFETY:** Students will develop the skills to make safe choices by learning about vehicle safety.
- IV. **PERSONAL HEALTH AND HYGIENE:** Students will develop the knowledge and skills to make wise, healthy, lifestyle choices.
- V. **MONEY MANAGEMENT:** Students will develop money management skills.
- VI. **SEXUALITY:** Students will develop the knowledge and skills to make wise, healthy, choices about sex.

³ Content of the Life Skills course is adapted from the “Northern Regional Working Committee April 2006: Life Skills 38-38-38” and “Life Skills Guidebook 2004: Casey Family Programs.”

Life Skills 38: Outcomes, Indicators, and Resources

I. Life Skills 38: Social and Communication Skills

Students will develop appropriate social and communication skills, which will allow them to function successfully in a variety of settings and situations.

Life Skills 38 Outcome: The students will be able to demonstrate and explain strategies for Managing Emotions.

Indicators: The students will be able to:

1. Identify emotions (self).
2. Communicate emotions in a variety of settings and situations.
3. Recognize verbal cues to various emotions in others.
4. Recognize nonverbal cues to various emotions in others.
5. Recognize mood changes in others.
6. Deal appropriately with frustration, disappointment, and being refused.
7. Differentiate between needs and wants.
8. Express needs effectively.
9. Refrain from using inappropriate language in various settings.
10. Demonstrate strategies for dealing with stress.
11. Identify components of self-respect.

Possible Resources and Materials:**Understanding Emotions**

<http://www.esantementale.ca/saskatchewan/fr/ Emotions Helping Young Children Cope with Emotions a12 b8914.html>

http://csefel.vanderbilt.edu/familytools/teaching_emotions.pdf

Verbal and Nonverbal Cues for Communication

http://humanresources.about.com/od/interpersonalcommunicatio1/a/nonverbal_com.htm

<http://www.andrews.edu/~tidwell/bsad560/NonVerbal.html>

Types of Emotions

[Exploring Feelings Program – Tony Attwood](#)

<http://www.self-improvement-mentor.com/list-of-human-emotions.html>

<http://www.edu.pe.ca/southernkings/emotionstypes.htm>

<http://www.listofhumanemotions.com/listofhumanemotions>

Expressing Needs and Wants

http://www.able-differently.org/PDF_forms/usingStories/New%20Tools%20in%20Communication.pdf

Life Skills 38 Outcome: The students will be able to demonstrate and explain strategies for Resolving Conflict.

Indicators: The students will be able to:

1. Accept responsibility for own actions.
2. Evaluate when to avoid a conflict, when to persist, and when to move on.
3. Explain possible ways to deal with a person who is in a bad mood.
4. Identify situations where conflicts may arise.
5. Explain another person's perspective on a problem situation.
6. Demonstrate how to compromise.
7. Differentiate between constructive criticism and put-downs.
8. Demonstrate constructive criticism.
9. Accept constructive criticism.

Possible Resources and Materials:

Conflict

<http://www.teachervision.fen.com/classroom-management/activity/2922.html>
http://www.teach-nology.com/teachers/lesson_plans/health/conflict/

II. Life Skills 38: Responsibility for Self

Students will be able to assume self-responsibility by building personal management skills in the areas of setting goals and self-advocacy.

Life Skills 38 Outcome: The students will develop skills in order to Set Goals.

Indicators: The students will be able to:

1. Describe a process for setting thoughtful goals.
2. Describe how the establishment of one goal may enhance or interfere with other goals.
3. Set two measurable, time-specific goals.
4. Describe the possible negative side effects of a specific goal.
5. Describe the possible positive side effects of a specific goal.
6. Break goals into two or more steps.
7. Accurately describe who in your life will support and who will sabotage the achievement of your goals.
8. Describe strategies to avoid being sabotaged by others in achieving of goals.
9. Recruit at least two others to help with goal achievement.
10. Evaluate progress towards goals and change goals as needed to ensure the intended result.
11. Describe a strategy for transitioning from the achievement of one goal to the creation of a related, new goal.
12. Demonstrate, using a problem-solving technique, to solve a problem related to a goal.

Possible Resources and Materials:

Goal Setting, Action Plans and Prioritizing

<http://www.kidsgoals.com/goal-worksheet.pdf>

<http://worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=2&id=279&link1=31&link2=279>

<http://www.decisioneducation.org/educator-resources/publications-videos-teaching-aids/booklets-1/fundamentals-booklet>

Life Skills 38 Outcome: The students will develop an increased knowledge of self and their personal needs and strengths in order to develop into more confident, independent, Self-Advocates.

Indicators: The students will be able to:

1. Express personal strengths and learning styles.
2. Describe two or more techniques that work best for each learning style.
3. Explain personal disabilities, challenges, and needs.
4. List where to go for help in meeting various needs.

Possible Resources and Materials:

Self-Advocacy

<http://www.sacl.org/sacl-what-we-do/self-advocacy-action-group/>

<http://difabilitiesawareness.weebly.com/teachers.html>

III. LIFE SKILLS 38: SAFETY

Students will develop the skills to make safe choices by learning about vehicle safety.

Life Skills 38 Outcome: The students will be able to identify and explain various aspects of Vehicle Safety.

Indicators: The students will be able to:

10. Identify 3 rules to ensure biking safely.
11. Describe and demonstrate what to do and who to phone in the case of a biking accident.
12. Identify 3 rules to ensure boating safely.
13. Describe and demonstrate what to do and who to phone in the case of a boating accident.
14. Describe and demonstrate what to do and who to phone in the case of a vehicle accident.
15. Describe the legal limits of blood alcohol content.
16. Describe two consequences of drinking and driving.

Possible Resources and Materials:**Emergency**

http://www.readwritethink.org/files/resources/lesson_images/lesson38/EmergencyResources.pdf

<http://learningstore.uwex.edu/assets/pdfs/NCR59704.pdf>

Vehicle Safety

<http://elementarysafety.com/?gclid=CKj7mO6z4KgCFYS8KgodbzPmBQ>

<http://www.tc.gc.ca/eng/roadsafety/menu.htm>

Bike Safety

<http://www.safekids.org/bike>

Boat Safety

<http://www.boatsafe.com/kids/>

<http://www.boatingsidekicks.com/kidsite/contest-index1024.htm>

<http://www.boatsafe.com/>

Drinking and Driving

<http://madd.ca/pages/impaired-driving/stopping-impaired-driving/education-and-awareness/>

<https://www.sgi.sk.ca/individuals/safety/drugs/index.html>

<https://www.sgi.sk.ca/individuals/penalties/consequences/index.html>

IV. Life Skills 38: Personal Health and Hygiene

Students will develop the knowledge and skills to make wise, healthy, lifestyle choices.

Life Skills 38 Outcome: The students will be able to demonstrate and describe the skills needed for having a Healthy Lifestyle.

Indicators: The students will be able to:

1. Explain the importance of regular, healthy meals.
2. Explain the importance of getting regular exercise.
3. Explain the importance of getting enough sleep.
4. Identify three ways to prevent a common cold or flu.
5. Explain how to prevent contagious diseases such as measles, mumps, and chicken pox through vaccination and avoiding contamination.
6. Identify a body weight range.
7. Describe how alcohol, drugs, and tobacco affect the body.
8. Describe how alcohol, drugs, and tobacco affect the development of the unborn child.
9. Describe signs of addiction.
10. Identify different types of illegal drugs.
11. Identify at least three forms of assistance for substance abuse.

Possible Resources and Materials:

Healthy Lifestyles

<http://kidshealth.org/teen/>

<http://www.girlshealth.gov/>

http://www.peelregion.ca/scripts/school/health101.pl?action=search&selection_0=4&subtopic=11

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)

Substance Abuse

http://kidshealth.org/teen/drug_alcohol/

<http://www.education.gov.sk.ca/drug-awareness>

http://www.lakeside.ca/patient_info.php?f_action=news_detail&news_id=13304

Print Resources:

[Applying Life Skills](#), Kelly-Plate and Eubanks, (McGraw Hill-Glencoe), 2007

Life Skills activities for children – secondary

Life Skills 38 Outcome: The students will be able to demonstrate knowledge of Food and Nutrition Skills, including Food Basics, Food Preparation Skills, and Shopping.
Indicators: The students will be able to:
1. Define the food groups from the Canada Food Guide.
2. List foods found in each group.
3. Identify the recommended number of servings each day from each food group.
4. Explain the nutritional benefits of each food group.
5. Name resources available for meal planning (e.g., cook books, recipes, cooking shows, internet, etc.)
6. Describe how vitamins and minerals relate to nutrition.
7. Describe the importance of drinking water.
8. Explain the need for moderation and balance when planning a healthy diet.
9. Show respect for others' opinions and cultural differences when identifying food choices.
10. Use a nutritional guide to plan meals for a day.
11. Create a shopping list, specifying items and quantity for the menu for the day.
12. Calculate the cost of the one day menu.
13. Explain how eating habits can lead to serious health problems (e.g., high blood pressure, heart disease, diabetes, etc.)
14. Describe how food choices affect physical conditions such as food allergies, migraine headaches, and diabetes.
15. Evaluate own diet for nutritional balance.
16. Compare the costs of cooking versus eating out.
Possible Resources and Materials:
Food and Nutrition Skills
Ready, Set, Fly! A Parents' Guide to Teaching Life Skills (SERT portal)
Hungry? Eat Healthy! (SERT portal)
Applying Life Skills , Kelly-Plate and Eubanks, (McGraw Hill-Glencoe), 2007
Living Simply , Saskatoon Home Economists, (Saskatoon Health), 2003 – www.scoa.ca
Math in The Supermarket , Parsky, L, (Educational Design, Inc), 1998

V. Life Skills 38: Money Management

Students will develop money management skills.

Life Skills 38 Outcome: The students will be able to demonstrate the skills needed in Budgeting.

Indicators: The students will be able to:

1. Determine major areas of expenses (clothing, food, leisure) and what is necessary or unnecessary.
2. Describe the consequences of making unnecessary purchases.
3. Keep an expense diary for a week to track all expenditures.
4. Assess and modify spending habits.
5. Describe two places to save money (e.g., a piggy bank, a care giver, or a bank).
6. Explain how to make a personal monthly budget.
7. Establish a saving goal.
8. Create a plan to achieve a saving goal.
9. Select and use one or more saving strategies.
10. Assess the effectiveness of each saving strategy in reaching the savings goal.
11. Identify the value of an emergency fund.
12. Create an annual budget.
13. Prioritize bill payments.
14. Discuss the problems associated with borrowing and lending money.

Possible Resources and Materials:

Money Management

[Applying Life Skills](#), Kelly-Plate and Eubanks, (McGraw Hill-Glencoe), 2007 (See PSSD SERT portal go to – Documents – Alternate Programs- Alternate Life Skills- Alt Life skills (2011)-Resources-Money Management)

[Money Matters](#) (SERT portal)

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)

Life Skills 38 Outcome: The students will be able to describe and demonstrate good Consumer skills.
Indicators: The students will be able to:
1. Estimate an item's approximate value, rounding to the nearest dollar.
2. Explain legitimate reasons for returning an item.
3. Explain the appropriate procedure for returning an item.
4. Describe the consequences of shoplifting.
5. Identify three forms of advertising.
6. Describe two ways that advertising can be misleading or inaccurate.
7. Identify three products and advertising campaigns that target youth.
8. Explain the benefits of advertising from both the merchant's and the consumer's point of view.
9. Describe telemarketing communication.
10. Calculate a discount.
11. Estimate sales tax.
12. Explain what comparison shopping is and how it is done.
13. Interpret product label information and explain how this information can be used to make purchasing decisions.
14. Describe differences between brand name and generic products.
15. Distinguish between fads and necessities when purchasing products.
16. Identify and prioritize the essential qualities of the item to be purchased.
17. Collect the information about the choices available on the market.
18. Evaluate pros and cons of each choice.
Possible Resources and Materials:
Money Management
Applying Life Skills , Kelly-Plate and Eubanks, (McGraw Hill-Glencoe), 2007 (See PSSD SERT portal go to – Documents – Alternate Programs- Alternate Life Skills- Alt Life skills (2011)-Resources-Money Management)
Ready, Set, Fly! A Parents' Guide to Teaching Life Skills (SERT portal)
Money Matters (SERT portal)

VI. Life Skills 38: Sexuality

Students will develop the knowledge and skills to make wise, healthy, choices about sex.

Life Skills 38 Outcome: The students will be able to describe the male and female Reproductive Systems.
(These outcomes may be completed at home.)

Indicators: The students will be able to:

1. Identify male and female sexual anatomy.
2. Explain the bodily changes that take place during puberty for both males and females.

Possible Resources and Materials:

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)
<http://teachers.teachingsexualhealth.ca/>
http://kidshealth.org/teen/sexual_health/

Life Skills 38 Outcome: The students will be able to know and understand the difference between Gender and Sexual Orientation.
(These outcomes may be completed at home.)

Indicators: The students will be able to:

1. Define the terms "gender" and "sexual orientation."
2. Identify three sexual orientations (e.g. heterosexual, homosexual, bi-sexual).
3. Define stereotyping and discrimination based on sexual orientation.

Possible Resources and Materials:

Life Skills 38 Outcome: The students will learn how to prevent, protect, and treat Sexually Transmitted Diseases.
(These outcomes may be completed at home.)

Indicators: The students will be able to:

1. Explain how one becomes infected with STDs and AIDS.
2. Identify three common STDs.
3. Describe how these STDs affect one's body.
4. Explain ways to protect oneself from STDs.
5. Describe treatment methods for at least two STDs.

6. Identify community agencies that provide free and anonymous STD and AIDs testing.

Possible Resources and Materials:

STDs

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)

<http://www.cdc.gov/std/chlamydia/default.htm>

http://kidshealth.org/teen/sexual_health/

**Life Skills 38 Outcome: The students will be able to know and understand how to Prevent Pregnancy.
(These outcomes may be completed at home.)**

Indicators: The students will be able to:

3. Describe how females become pregnant.

4. Identify at least three methods of birth control.

5. Explain how these methods of birth control are used.

6. Evaluate the effectiveness of each method to prevent both pregnancy and STDs.

7. Identify three ways to resist pressure to have sex.

8. Describe where to go to get information about birth control and pregnancy.

Possible Resources and Materials:

Preventing Pregnancy

[Ready, Set, Fly! A Parents' Guide to Teaching Life Skills](#) (SERT portal)

<http://www.sexedlibrary.org/index.cfm?pageId=722>

<http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/grades78.aspx>

http://kidshealth.org/teen/sexual_health/

Life Skills 38 Outcome: The students will be able to know the symptoms of and resources available for Pregnancy. (These outcomes may be completed at home.)
Indicators: The students will be able to:
1. Identify two signs of pregnancy (e.g., missed period, breast tenderness, and morning sickness).
2. Explain where to get a pregnancy test.
3. Identify two resources in the community that provide counselling and prenatal care.
Possible Resources and Materials:
Pregnancy http://www.sexedlibrary.org/index.cfm?pageId=722 http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/grades78.aspx http://kidshealth.org/teen/sexual_health/

Life Skills 38 Outcome: The students will be able to differentiate between what is acceptable versus unacceptable Sexual Behaviour, including knowing what constitutes sexual abuse. (These outcomes may be completed at home.)
Indicators: The students will be able to:
4. Define sexual abuse.
5. Tell what to say if someone tries to do something to his/her body that he/she doesn't want them to.
6. Tell what sexual harassment is.
7. Tell who to talk to if after being sexually harassed or abused.
8. Tell what to do about date rape.
9. Name two or more places to contact to get help if feeling unsafe.
10. Explain the media's role in portraying sex and sexuality.
11. Describe sexual desire vs. love.
12. Explain how to talk to a partner about dating, sexual activity, prevention of STDs, and prevention of pregnancy.
13. Explain factors in deciding to be sexually active with a partner.
14. Tell how to say no to unwanted sexual touching.
Possible Resources and Materials:
Sexual Activity, Decision-Making http://www.etr.org/recapp/index.cfm?fuseaction=pages.LearningActivitiesDetail&PageID=169 http://www.pbs.org/inthemix/educators/lessons/sex1/ http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=198&Itemid=129

Additional Resources:

Possible Resources and Materials

<http://www.cccoe.net/social/skillslist.htm>

http://www.boystownpress.org/samplePDFs/45-015_look.pdf

Life Skills Posters and Printables

http://www.abcteach.com/directory/basics/social_studies/character_education/