

Career and Life Management

Module 1 Personal Choices



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STUDENT NAME:

COURSE OVERVIEW

CALM is a **compulsory course** for Alberta High School students. It is the final component of the grade 1-12 Health Promotion Program. It is a **3 credit** course, and is broken up into 3 modules.

The aim of CALM is to enable students to make well informed, considered decisions and choices in all aspects of their lives. The aim is to continue to develop behaviours and attitudes that contribute to the well-being and respects of self and others, now and in the future.

CALM addresses 3 general topics of life choices:

- *Personal Choices* – students will apply understanding of well being and personal health as it relates to the decisions teenagers and young adults face.
- *Resources Choices* – students will understand and make responsible decisions in the use of resources.
- *Career and Life Choices* – students will develop and apply processes for managing personal and lifelong career development.

What Works For Me Inventory

In the space below, you are asked to consider what you already know about yourself. Think about who you are, what you value, and what works best for you.

Looking after myself

How much sleep do I need each night? _____

Which snacks are the best sources of energy for me? _____

What times of day do I need to eat? _____

What time of the day do I have the most energy? _____

What time of the day do I have the least energy? _____

What type of exercise makes me feel energized? _____

What type of exercise makes me feel tired? _____

What kinds of activities help me relax? _____

Tools that help me learn

Do I prefer pencils or pens? _____

How do I keep my school work organized? _____

Do I prefer to write or type my assignments? _____

When I'm working, do I find electronics helpful or distracting? _____

Does listening to music help me study? _____

In the classroom

Where do I prefer to sit? _____

What do I read from best (books, photocopies, screens, whiteboard, etc)? _____

Does the colour of the text or paper make a difference? _____

Does the type of print (ie printed, handwritten, typed) make a difference? _____

Does the size and spacing of the text make a difference? _____

Do I prefer to make my own goals, or have a teacher make them for me? Explain.

What Works For Me Inventory Part 2

The directions that work for me (*rank from 1-5, 1 being the least effective and 5 being the most effective*)

- _____ Teacher explains out loud
- _____ Teacher writes directions on a separate piece of paper
- _____ Teacher does an example for me
- _____ Teacher asks another student to explain
- _____ Teacher reads the instructions to me
- _____ I read the directions on my own
- _____ I try it on my own and then check with the teacher
- _____ I try it on my own and then compare it with another student

Tricks I use to keep myself focused on my work:

Special things that my teachers can do to help me learn:

Personal Choices: Goals

Now that we have gone over what works for you, we are going to begin to examine the choices you will make as a young adult. We are going to start with the goals you set.

In the space below, consider a goal you want to achieve. It may be to get a car, to graduate high school, or to start your career.

1. Here's what I want to achieve: *eg: Learn to speak Spanish*

2. Here is my main MEASURE or measures for this achievement: (ie what I will see, hear or feel when I have achieved the above).

For eg: I want to learn to speak Spanish,

1. I will see : -

□ All ten modules of my 'Learn Spanish' audio course have been completed.

3. Now here's what I want to achieve stated as a SPECIFIC GOAL which includes my measures:

For eg: (Who) I am (How)proudly finishing (What) module ten of my 'Learn Spanish' course (When) by December 31st.

(Who) _____ **(How)** _____

(What) _____

(When) _____

4. To finish, run this through the rest of the goal check list:

☐ **Is what you want ATTAINABLE – (i.e. Is it within your control to achieve it)? Yes? Explain.**

☐ **Is it REALISTIC for you to achieve it? - Yes? Explain.**

☐ **Is it TIMED (ie Do you need to accomplish this at a certain date)? – Yes? Explain.**

You must answer ‘yes’ to all these questions. Change section 3 as necessary in order to do so.

Congratulations! – You have just created your GOAL .

Why do you think goal setting is important?

What other goals could you set?

Personal Choices: Romantic Relationships

During adolescence and into adulthood, teenagers and youth will begin to explore the complexity of relationships. In this section you are asked to think about how you will develop and maintain healthy relationships.

Relationship Progression Activity

In the space below, you will be examining how one makes a relationship, step by step. Below, there are 16 “relationship steps”. Using the numbers 1-16, identify how you think a relationship should progress.

_____	Intercourse
_____	Talking On The Phone
_____	Basic Communication (Talking About Shared Interests)
_____	Exchanging Emails/Text Messages
_____	“Steady” Dating (Dating Only One Person)
_____	Dating
_____	Basic Trust (Being Able To Tell And Keep Secrets)
_____	Getting and Using Birth Control and STI Protection
_____	Simple Kissing
_____	Minor Touching (Holding Hands, Arm Around)
_____	Intimacy (Non-Sexual: Flowers, Cards, Special Treatment)
_____	Love
_____	Eye Contact
_____	Long-Term Commitment/Marriage
_____	Touching (Hugging and Long Embraces)
_____	Flirting

Remember: All relationships are different, and progress at different rates. Also, relationships may consist of male-male, male-female, and female-female partners. All relationships are unique.

What was easiest about the relationship progression activity? Explain.

What was most difficult about the relationship progression activity? Explain.

Where do you think your ideas about a 'normal' relationship come from? Describe what a normal relationship looks like.

What might happen if a relationship does not progress in a healthy way? Explain.

Personal Choices: Evaluating Relationships

In the last section, we looked at romantic relationships. However, it's important to remember that romantic relationships are not the only relationships we have in our lives. It is important to understand that throughout our lifetimes we will develop many different relationships. Some will be healthy, and some unhealthy. It is important to be able to identify which relationships are helpful and supportive, and which ones are a negative influence on your life.

We form relationships as soon as we are born with parents, siblings and family. As we move outside the home, school or neighbourhood friends may become important, along with work friends or online friends.

In the space below, list and explain 5 people you have a relationship with.

What makes a relationship healthy? What makes it unhealthy? In the space below, list 5 possible characteristics of a healthy and an unhealthy relationship.

Healthy Relationships	Unhealthy Relationships

How do you feel when you are in a healthy relationship? Explain.

How do you feel when you are in an unhealthy relationship? Explain.

Why do you think some people stay in unhealthy relationships, even if they know it's unhealthy? Explain.

Personal Choices: Alcohol Awareness

Alcohol is often considered to be a taboo topic, especially when discussing alcohol use with underage youth. It is important, however, to acknowledge that at some point in your life might be regularly faced with the choice of whether to drink or not, and if so, how much to drink.

In the space below, answer the following questions.

Why do you think people drink?

What do you think about alcohol? Explain.

Why do people drink alcohol to celebrate holidays and special occasions?

What would you do or say if you were offered a drink? Explain.

How much should you drink? Explain.

As you now are no doubt aware, there are reasons for and against drinking, and reasons why individuals may choose to drink moderately or to drink too much. Take some time to think about these reasons.

Be sure to consider the physical, mental and emotional consequences of each choice.

Remember it's about the significance of each consequence, not just the number of consequences. For example, there may be only two negative consequences of choosing not to drink and seven positive consequences: however, those two negative consequences may significantly outweigh the seven positive consequences.

In the space below, think of **at least two** possible positive and negative consequences for each decision.

Choice	Possible Positive Consequences	Possible Negative Consequences
Not to Drink		
Drink		
Drink too Much		

Who could you speak to if you wanted to learn more about alcohol? List and explain at least 2 resources.

Personal Choices: Tobacco Awareness



What do you already know about cigarettes and tobacco? List and explain at least 2 things.

Read the following information about tobacco below. Then, answer the questions.

The tobacco in cigarettes, pipes, cigars and “spit” (chewing) tobacco contains nicotine. Nicotine is an addictive drug that can change the way you think, feel and act. People who use tobacco products become dependent on the “buzz” or “high” that it gives them. Over time, they develop tolerance to nicotine, which means that they need increasingly more of the drug to achieve the same effects. Tobacco use is also a learned behaviour. People become accustomed to smoking or chewing when they are with certain people, or in certain places or situations.

Quitting tobacco use is one of the best things a person can do for his or her health. It is difficult, but possible, with a positive attitude and support from others. This lesson looks into the physical effects of nicotine, along with effective steps to take toward cessation. This lesson can be helpful for students who are trying to quit themselves or others who would like to support a friend or family member in quitting. It is important to emphasize that there is no one right way to quit. A person attempting to quit should look at the range of options available and choose the combination that best fits for him or her.

Albertans can access the toll-free Smokers' Helpline at 1-866-332-2322. The Smokers' Helpline provides confidential and free information, referrals and telephone counselling support to smokers who want to quit. Service is available from 8 AM to 8 PM daily (AADAC, 2002g).

What are some possible negative consequences of smoking? List and explain at least 2.

Are there any positive consequences to smoking tobacco? Explain.

Why do you think people start smoking?

If one of your friends was considering starting to smoke, what would you say to them? How would you convince them to make the right choice?

Personal Choices: Risk Taking

Students take risks. They challenge themselves physically, emotionally and socially every day. Risk is part of life. Youth need to learn the difference between calculated risks and careless risks. Calculated risks involve important pay-offs: learning to drive is a risk, for example, but being able to drive is a very useful skill. But teenagers especially are inclined to be impulsive and risk something very important (their health, for example) for a trivial gain (such as the momentary esteem of their friends).

Rate the level of risk in each of the situations below. Some risks may have positive outcomes, and others negative. Rate the risks according to your personal comfort level.

1. Rate the risk of singing in a choir in front of the entire school.
☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk
2. What if there is a long solo part where you have to sing by yourself?
☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk
3. How would you rate the risk of trying cannabis (hash oil or marijuana) at a party for the first time?
☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk
4. What if you know people who are dependent on using cannabis on a regular basis?
☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk
5. How would you rate driving 15 km over the speed limit on the highway?
☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk
6. What if the road is dry and there is hardly any traffic?
☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk
7. Rate the risk of standing up for something you strongly believe in, which you know is the right thing to do.
☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk
8. What if your friends are against you and this creates conflict between you and them?
☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk
9. Rate the risk of drinking two beers before going to a party where you will be drinking more.
☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

10. What if you have “blacked out” at parties before because of your alcohol use (blacking out makes you forget what you did during the party)?

☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

11. Rate the risk of buying a \$5.00 raffle ticket.

☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

12. What if it is your last \$5.00 until the end of the week?

☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

13. Rate the risk of speaking in a debate.

☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

14. What if your opponent is the Prime Minister of Canada?

☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

15. How risky would you find being involved in a sporting event (playing hockey, cycling, skateboarding, gymnastics, etc.)?

☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

16. What if your skill level is very low in this sport?

☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

17. Rate the risk of injecting a drug using a needle.

☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

18. What if someone else has used the needle, which increases your chances of contracting HIV, AIDS or hepatitis B or C?

☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

19. Rate the risk of smoking a cigarette every so often (once a week).

☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

20. What if you knew that this would lead to you becoming a pack-a-day smoker?

☐ No risk ☐ Minimal risk ☐ Some risk ☐ Significant risk ☐ High risk

How did you determine how “risky” a situation was? Explain.

As previously mentioned, as we grow up we are going to have to take risks. Some risks, such as wake boarding, are considered “Healthy Risks”. Others, such as unprotected sex, are considered “Unhealthy Risks”.

In the space below, list 5 healthy risks and 5 unhealthy risks teenagers may face.

<u>Healthy Risks</u> Trying something that will make you grow in a positive way	<u>Unhealthy Risks</u> Trying something that is needlessly dangerous or has a negative effect on your life

Was it easier to think of healthy risks or unhealthy risks?

Consider the unhealthy risks you listed. Why do you think someone would want to take an unhealthy risk?

Personal Choices: Addictions

Using a dictionary, define the term “addiction”

What different types of addictions are you aware of? In the space below, list and explain at least 3 different things people can be addicted to.

On the next page, you will learn about the progression of addictions. The progression of an addiction reflects a continuum, ranging from no use to dependency. People may move back and forth within this continuum, but generally they advance from no use to use, misuse, abuse, and finally dependency.

Once a person is dependent, he or she may have to stay abstinent from all substances or gambling to improve health. These categories are not clear-cut, but the descriptions below can be useful in evaluating your own behaviour.

Process of Addictions

No Use	In this stage, there is no use of alcohol, tobacco, other drugs or gambling. People have their own reasons not to be involved, such as religious beliefs, their age, or health risks in their family
Use	People begin to experiment with addictive substances and behaviour like gambling. This is often called “social use”, and may involve using substances to enhance an already good experience. Some people argue that this level of use is responsible, but may lead to alcohol or tobacco
Misuse	People begin to experience problems associated with their use of ATODG. They may get hangovers, get in trouble at home or school because they were drunk or high, spend more money than they intended to on gambling, or do something they regret while under the influence of alcohol or other drugs. All these problems, although they may seem small at the time, can escalate into a much larger problem. For young people, delayed development may result from their involvement with ATODG. During adolescence, young people are in the process of developing important life skills, such as self-confidence, coping with stress, social skills, and managing uncomfortable feelings. Involvement with ATODG interferes with the development of these skills.
Abuse	Problems become much more regular. People use or gamble more frequently and it begins to interfere with major areas of their life such as family, friends, recreation, school, job, physical health, emotional health, finances and legal issues. People may become obsessive about when and where they are going to get drugs or money to gamble.
Dependency	People at this stage can no longer choose whether or not to use. Using substances or gambling has become a way of life. They continue despite the negative consequences and these consequences are occurring more and more frequently. People may experience physical or psychological withdrawal, cravings, and decreased physical, mental, and emotional health.

In the space below, you will be presented with **5** scenarios. Identify which stage of addiction you believe the individual is in. Justify your decision.

Scenario 1: Rachel can't wait to finish school so she can get home and start drinking. Every day after school, Rachel has at least 5 beers to mellow her out. Her friends and family have all expressed concern but Rachel doesn't care. She has a hard time sleeping if she hasn't had anything to drink that night.

Scenario 2: Antoine has never touched a cigarette, and has decided he never will. After losing his father to lung cancer, Antoine has decided that he will never try a cigarette.

Scenario 3: Bailey, a smoker, has a craving for a cigarette. She wants one, but doesn't have one. She just bought a pack a few days ago, and it didn't last as long as she had hoped. She notices a half full pack on the table beside her, and decides that she is going to steal one when no one is looking.

For more information, or to find support for those suffering from addictions, contact AADAC at:

780-594-7556

24 hour Help Line **1-866-332-2322**

Personal Choices: Mental Health Awareness

The teenage years can be tough, and it's perfectly normal to feel sad or irritable every now and then. But if these feelings don't go away or become so intense that you can't handle them, you may be suffering from depression. The good news is that you don't have to feel this way. Help is available and you have more power than you think. There are many things you can do to help yourself or a friend start feeling better.

What depression feels like

When you're depressed, it can feel like no one understands. But depression is far more common in teens than you may think. You are not alone and your depression is not a hopeless case. Even though it can feel like depression will never lift, it eventually will—and with proper treatment and healthy choices, that day can come even sooner.

Signs and symptoms of teen depression

It's hard to put into words how depression feels, and people experience it differently. There are, however, some common problems and symptoms that teens with depression experience.

- You constantly feel irritable, sad, or angry.
- Nothing seems fun anymore, and you just don't see the point of trying.
- You feel bad about yourself—worthless, guilty, or just "wrong" in some way
- You sleep too much or not enough.
- You have frequent, unexplained headaches or other physical problems.
- Anything and everything makes you cry.
- You've gained or lost weight without consciously trying to.
- You just can't concentrate. Your grades may be plummeting because of it.
- You feel helpless and hopeless.
- You're thinking about death or suicide. (If this is true, talk to someone right away!)

What kinds of things bring teenagers down?

Why do you think individuals who suffer with it find it hard to talk about?

What are some emotions that might be connected to depression or suicide?

What would make you know something was wrong with a friend/family member?

What you can do to feel better: Tips for depressed teens

Beating depression, one day at a time

You can't beat depression through sheer willpower, but you do have some control—even if your depression is severe and stubbornly persistent. The key to depression recovery is to start with a few small goals and slowly build from there.



Depression is not your fault, and you didn't do anything to cause it. However, you do have some control over feeling better. Staying connected to friends and family, making healthy lifestyle decisions, and keeping stress under control can all have a hugely positive impact on your mood.

In the meantime, you might need therapy or medication to help you while you sort out your feelings. Look into your treatment options with your parents. If medication is being considered, do your research before making a decision, as some antidepressants used for adults can actually make teens feel worse.

Try not to isolate yourself

When you're depressed, you may not feel like seeing anybody or doing anything. Just getting out of bed in the morning can be difficult, but isolating yourself only makes

depression worse. Make it a point to stay social, even if that's the last thing you want to do. As you get out into the world, you may find yourself feeling better.

Spend time with friends, especially those who are active, upbeat, and make you feel good about yourself. Avoid hanging out with those who abuse drugs or alcohol, get you into trouble, or who make you feel insecure. It's also a good idea to limit the time you spend playing video games or surfing online.

Keep your body healthy

Making healthy lifestyle choices can do wonders for your mood. Things like diet and exercise have been shown to help depression. Ever heard of a "runners high"? Exercising releases a rush of endorphins, which makes you feel instantly happier. You actually get a rush of endorphins from exercising, which makes you feel instantly happier. Physical activity can be as effective as medications or therapy for depression, so get involved in sports, ride your bike, or take a dance class. Any activity helps! Even a short walk can be beneficial.

As for food, an improper diet can make you feel sluggish and tired, which worsens depression symptoms. Your body needs vitamins and minerals such as iron and B-vitamins. Make sure you're feeding your mind with plenty of fruits, vegetables, and whole grains. Talk to your parents, doctor or school nurse about how to ensure your diet is adequately nutritious.

Avoid alcohol and drugs

You may be tempted to drink or use drugs in an effort to escape from your feelings and get a "mood boost," even if just for a short time. However, substance use can not only make depression worse, but can cause you to become depressed in the first place. Alcohol and drug use can also increase suicidal feelings. In short, drinking and taking drugs will make you feel worse—not better—in the long run.

If you're addicted to alcohol or drugs, seek help. You will need special treatment for your substance problem on top of whatever treatment you're receiving for your depression.

Ask for help if you're stressed

Stress and worry can take a big toll, even leading to depression. Talk to a teacher or school counselor if exams or classes seem overwhelming. Likewise, if you have a health concern you feel you can't talk to your parents about—such as a pregnancy scare or drug problem—seek medical attention at a clinic or see a doctor. A health professional can help you approach your parents (if that is required) and guide you toward appropriate treatment.

If you're dealing with relationship, friendship, or family problems, talk to an adult you trust. Your school may have a counselor you can go to for help, or you may want to ask your parents to make an appointment for you to see a therapist.

What could you do to help your friend/family member suffering from depression?

If you were beginning to feel depressed, what types of things could you do to help yourself?

**For your summative task, you are to complete
either:**

Option A (Life Map)

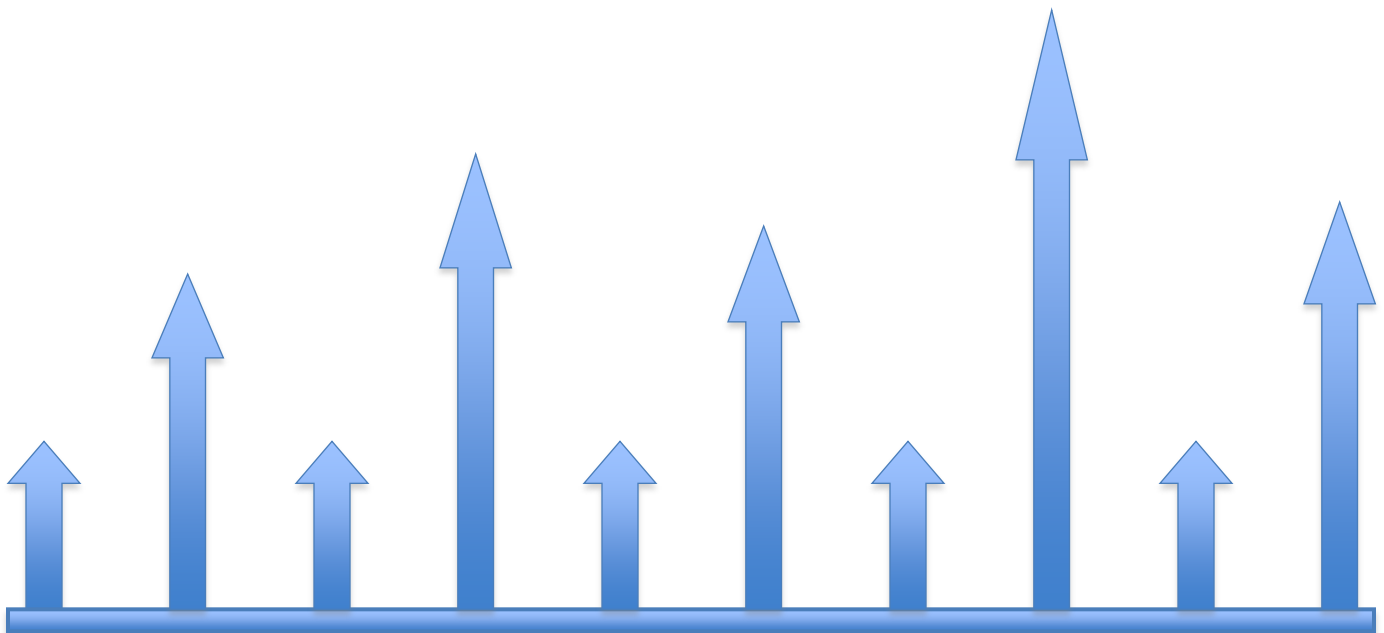
or

Option B (Inside Out Film Study)

Summative Task A: “Life Map” Exploration



1. For your final task, you will create a colourful map showing your life to date
2. Your life map can be a “map” or a powerpoint presentation
3. Start with your birth, and as you go along the road of your life, mark the ups and downs in the events that happened to you
4. Also identify the TRANSITION process you went through from one event to the other (How did you get through it? What new skills did you learn?)
5. Put 10 different events on your map
6. You can use the template below or create your own. Add the following things to your map:
 - Dates
 - Places
 - Events
 - Signs, symbols, pictures, etc.
 - Transitions



After completing the Life Map, answer the following questions.

1. What accomplishment were you most proud of? Why?

2. What obstacle was the hardest to overcome? Why?

3. What strategies did you use to manage the changes in your life?

What skills or strategies did you gain by overcoming these obstacles?

LIFE MAP RUBRIC:

Required Elements:

Starting Point (Date of Birth, Birthplace & Parent's names)	5	3	1
Places Lived (required changes of cities, states, countries)	5	3	1
Schools Attended (elementary, middle, and high school)	5	3	1
Transition Process (how you went from one event to the next)	5	3	1
Map includes 10 "events" that have influenced who you are	5	3	1

	5	4	3	2	1
Title of Events	Titles are distinct , creative, and directly relate to personal event.	Titles are creative and relate to personal event.	Titles are somewhat creative and relate to personal event.	Few titles are creative and relate to personal event.	No titles included.
Explanation of Event (x3)	All 10 events contain clear and relevant details explaining significant event.	Most events contain relevant details explaining significance of event.	Events contain some details explaining significance of event.	Events contain few details explaining significance of event.	No explanation of significant event.
Pictures	Includes 5 or more pictures to represent events.	4 pictures are included to represent events	3 pictures are included to represent events.	1-2 pictures are included to represent events.	No pictures are included to depict significant events.
Neatness, Creativeness, Color	Life map is extremely visually appealing. Map is extremely neat, creative, and color is used to significantly enhance overall appeal.	Life map is visually appealing. Map is neat, creative, and color is used to enhance overall appeal.	Life map is somewhat visually appealing. Map is mostly neat, creative, and color is somewhat used to enhance overall appeal.	Life map lacks visual appeal. Lacks neatness, creativeness, and color is not used to enhance overall appeal.	Life map lacks neatness and no color is used.

Summative Task B: “Inside Out” Film Study



For this assignment, you are to study the film “Inside Out”, which explores the role that emotions plan in our decision making. As you watch the film, you are to record your answers below. (3 marks each)

1. When we meet Riley, most of the time Joy is in charge of her thoughts and personality. Which emotion(s) do you feel most often? Explain.

2. Riley and her family go through a lot of changes when they move from Minnesota to San Francisco. Have you ever gone through a big transition? Explain.

3. How are the glowing balls, or "core memories" made? What might yours be?

4. What do the core memories have to do with Riley's personality? Explain.

5. When Sadness touches one of the happy core memories, she colors it blue. What do you think is going on then? Is it possible that our current moods can color our past memories? Explain.

6. Do you think that the core memories were changed forever or was there a temporary filter on them? Explain.

7. When Riley's mother tells her that she is helping her parents by being their "happy girl," Riley feels pressure to only show them her joy. Is this fair of her mom to say? Explain.

8. Do you think that our society values certain emotions over others? Which ones? Explain.

9. At the end of the movie, Joy learns that other emotions, especially Sadness, are also important. Why?

10. Do you think it is easier for males or females, or for younger or older people, to express different emotions? Which ones? Why?