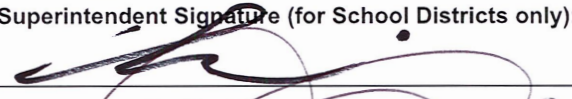



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Cariboo-Chilcotin School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 27
<b>Developed by:</b> Heather Auger	<b>Date Developed:</b> June 2020
<b>School Name:</b> Skyline Alternate School	<b>Principal's Name:</b> Curt Levens
<b>Superintendent Approval Date (for School Districts only):</b> October 27, 2020	<b>Superintendent Signature (for School Districts only):</b> 
<b>Board/Authority Approval Date:</b> October 27, 2020	<b>Board/Authority Chair Signature:</b> 
<b>Course Name:</b> Wellness and the Real World- Personal Awareness 12A (YPA 12A)	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

None

### Special Training, Facilities or Equipment Required:

- Access to computer, printer and digital camera
- Access to community facilities (Recreation Centre, Yoga Studio) and transportation
- Access to kitchen at the school
- Access classroom or space for group meetings

Wellness and the Real World- Personal Awareness 12A (YPA 12A) inherently acknowledges, addresses and respects many aspects within **The First Peoples Principles of Learning**. Specifically:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students will learn how the environment, surroundings and personal health and wellness can be affected by various types of school and community activities.
- Learning involves recognizing the consequences of one's actions. Students will examine the consequences of the choices that we make as a society and the direct impact it has on their land and within their community
- Learning is embedded in memory, history, and story. Students will learn how his or her past, and the past of others, creates a shared connection that will enhance understanding.
- Learning involves patience and time. Students will work through the course at their pace allowing them to internalize the effects of crime on the individual and society.
- Learning involves generational roles and responsibilities. Students will develop skills to prioritize health and wellness and students will investigate the role that society plays in promoting a healthy lifestyle.
- Learning recognizes the role of indigenous knowledge. Students will investigate the role of indigenous knowledge in the implementation of health and wellness from traditional and natural medicine practices.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students will examine their own reactions to the content, and their personal responses to the stories of others.

### **Core Competencies**

Communication

Creative Thinking

Critical Thinking

Positive Person and Cultural Identity

Personal Awareness and Responsibility

Social Responsibility

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Use Health and Wellness inquiry processes and skills to ask questions; gather, interpret, and analyze personal and community concepts, issues, and procedures; and communicate findings and decisions.</b></li> <li>• <b>Analyze the background components of personal health and wellness with community and world perspective.</b></li> <li>• <b>Examine the biological and psychological theories of mental health.</b></li> <li>• <b>Assess, label and critique contrasting theories and mental health issues</b></li> <li>• <b>Investigate mental health resources within community, province and country</b></li> <li>• <b>Identify various transitional goal setting processes that pertain to individual</b></li> <li>• <b>Make reasoned judgements about the current mental health system and the effectiveness for personal use</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Respecting differences and core values and beliefs</b></li> <li>• <b>Trauma and Resiliency Terminology, statistics and research methods and resource toolbox</b></li> <li>• <b>Biological and psychological explanations and awareness for mental health and strategies and community resources</b></li> <li>• <b>Environmental and societal conditions that affect stress, perfectionism and self-esteem</b></li> <li>• <b>Goal setting skills and occupational applications</b></li> <li>• <b>Effective communication skills</b></li> <li>• <b>Grief counselling and strategies for coping with grief</b></li> <li>• <b>Mindfulness and the workplace</b></li> </ul>

### **Analyze the factors that influence trauma.**

- Sample activities:
  - Learn what trauma is and how it is related to PTSD.
  - Discuss what trauma is and how it relates to resiliency.
  - Investigate reasons why trauma might be considered generational.
  - Examine brain function during trauma and how it effects daily lives.
  - Look at some of the self-regulation methods developed to cope with trauma.
  - Learn about generational trauma and today's effects on individuals.

### **Examine the biological and psychological awareness for mental health strategies and community resources.**

- Sample activities:
  - Investigate factors that lead to successful transition to real world and adult resources available
  - Discuss psychological component of wellness and resources within community
  - Look at psychoanalytic theories, CBT models of wellness
  - Examine modelling and self-regulation theories.

### **Assess and identify environmental and social situations related to stress, perfectionism and self-esteem**

- Sample activities:
  - Learn what environmental factors contribute to stress.
  - Develop strategies to cope with and recognize triggers and stress
  - Examine how stress, perfectionism and self-esteem are interrelated.
  - Discuss how individuals may adapt to cultural goals in a way that leads improved wellness.
  - Investigate how physical conditions affect individual's stress levels and coping strategies.
  - Analyze definition of occupational stress and workplace mindfulness

### **Investigate value of goal setting in daily life and the real world**

- Sample activities:
  - Learn about goal setting programs.
  - Understand why and how goal setting can reduce stress to improve wellness.
  - Examine the theory of control, self-control and how the theory effects individuals differently.
  - Investigate the data and research supporting goal setting.
  - Discuss the social conditions into increased wellness.
  - Goal setting in real world circumstances and effective communication skills

### **Investigate healthy relationships**

- Sample activities:
  - Examine different types of relationships (intimate, peer and workplace).
  - Discuss ethical boundaries in each type of relationship
  - Discuss possible solutions for healthy relationships.
  - Investigate preventative sexual health measures



## Content – Elaborations

### **Factors that influence trauma:**

Sample topics: different responses to trauma, definition of PTSD, coping strategies in dealing with trauma, brain function, resiliency.

### **Biological and psychological awareness for mental health strategies and community resources**

Sample topics: phrenology and somatotyping, pollution and hormones, psychoanalytic theory, modeling theory, and self-control theory

### **Environmental and social situations related to stress, perfectionism and self-esteem**

Sample topics: individual, workplace and academic stress triggers, perfectionism and lower self-esteem, self-esteem strategies

### **Value of goal setting in daily life and the real world**

Sample topics: Preventure goal setting, steps to effective communication skills, research supporting goal setting and positive factors, theory of self-controlling, coping strategies for entering the workplace

### **Healthy relationships**

Sample topics: identifying roles of different relationships, boundaries and ethical dilemmas, developing communication skills, sexual health

### **Gender Identity**

Sample topics: terminology and referencing for individual gender preference, sensitivity and protocol regarding gender, incorporate respect in individual differences

### **Grief and the grief cycle**

Sample topics: different responses to grief, knowledge of the grief cycle and individual response, incorporating community experts' knowledge in grief counseling

### **Occupational and mindfulness**

Sample topics: creating mindfulness activities to support the real- world toolbox, evidence-based research to support mindfulness in the work- place

## **Recommended Instructional Components:**

The instructional component of this course is delivered by classroom teacher, community agencies as experts regarding content, and Youth Engagement Workers to work in one-on-one groups and small group scenarios when deemed necessary. The content for the course is included and students are self-guided through the lessons. Support is provided through classroom teacher, youth engagement workers and school counsellor, if students have questions about the assignments. Support will be provided by the classroom teacher if the student has questions regarding the assessments. Students will be met with on a regular basis to review their progress in the course.