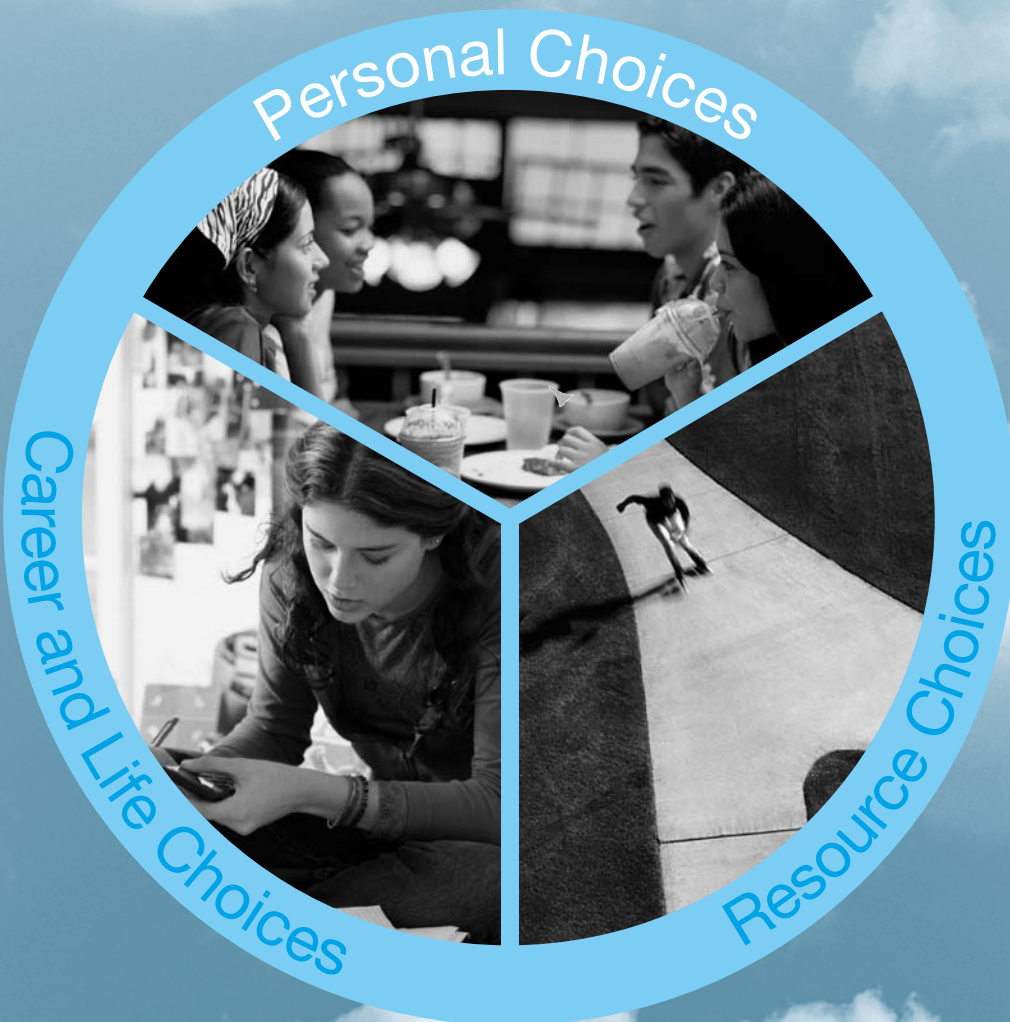


Career and Life Management



Module 1 **Personal Choices**

Career and Life Management



Module 1

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Career and Life Management
Module 1: Personal Choices
Student Module Booklet
ISBN 978-0-7741-2874-2

Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://education.alberta.ca>
- LearnAlberta.ca, <http://www.learnalberta.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Welcome

to Career and Life Management

We hope you enjoy your study of Career and Life Management. This course will help you make well-informed, considered choices in all aspects of your life.

There are three modules in this course. It is recommended that you work through these modules in order because the concepts and skills introduced in one module will be reinforced, extended, and applied in later modules.



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A graphic for Section 1, featuring the text "Section 1" in a bold, black, sans-serif font. The text is centered within a light blue, irregular shape that resembles a torn piece of paper or a map outline. The background of the entire page is a light blue gradient.

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General Course Information

Career and Life Management is designed to help you make informed decisions in all aspects of your life. The course will help you develop behaviours and attitudes that contribute to your well-being and to your respect for yourself and others. The focus of the course is on choices—personal choices, resource choices, and career and life choices.

Required Resources

The Career and Life Management course is comprised of three Student Module Booklets:

- Module 1: Personal Choices
- Module 2: Resource Choices
- Module 3: Career and Life Choices

Each Student Module Booklet is accompanied by two Assignment Booklets. A Student Support CD is also included with Module 1.

You must also complete either Part A: Human Sexuality or Part B: Relationships. These components are not part of your course package. Your parent or guardian must complete a form in Assignment Booklet 1A to let your teacher know which component you will be completing. Attach the completed form to Assignment Booklet 1A when you submit it for assessment. Your teacher will provide you with the appropriate student materials and accompanying Assignment Booklet for the component you select. You should begin working on this component as soon as you receive it. You will submit the Assignment Booklet for this component with your Assignment Booklet 3B for Module 3.

In addition to the course materials for Career and Life Management, you will need two textbooks:

- *Lifechoices: Venturing Out*
- *Lifechoices: Careers*

These textbooks are available from the Learning Resources Centre.

You will need access to a computer to go to the recommended Internet links and to view the Student Support CD for the course. As well, you will need a notebook or binder with lined paper to answer questions from the Student Module Booklet. You may want to use a word-processing program such as *Microsoft Word* to respond to some of the questions and assignments.



Other Course Components

LearnAlberta.ca is a protected digital learning environment for Albertans. This Alberta Education portal, found at <http://www.learnalberta.ca>, is a place where you can support your learning by accessing resources for projects, homework, help, review, or study.

For example, LearnAlberta.ca contains a large Online Reference Centre that includes multimedia encyclopedias, journals, newspapers, transcripts, images, maps, and more. The National Geographic site contains many current video clips that have been indexed for Alberta Programs of Study. The content is organized by grade level, subject, and curriculum objective. Use the search engine to quickly find key concepts. Check this site often because new interactive multimedia segments are being added all the time.

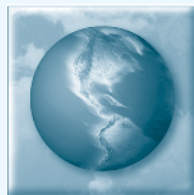
If you find a password is required, contact your teacher or school to obtain one. No fee is required.

Before You Begin

Preview the Student Module Booklets to see how they are organized. You will notice a number of visual cues in the Student Module Booklets. Colour is used to highlight new terms that are defined in the margins and in a glossary at the end of the lesson. You will also find several icons in the margins. Read the following explanations to discover what each icon prompts you to do.



The textbook icon signals you to read or view something in one of the *Lifechoices* textbooks.



The Internet icon signals you to complete some research online. **Note:** Any Internet website address given in this course is subject to change.



The CD icon signals you to access information on the Student Support CD.



The discussion icon signals you to communicate with a partner or group. **Note:** If you are being home-schooled, a partner or group may not be readily available. Perhaps your teacher can help you arrange for another student to be your partner. The communication does not need to be face-to-face; you may telephone or e-mail each other.

Assessment and Feedback

There are two Assignment Booklets for each module. Flip through the Assignment Booklets to see how they are organized. Your work in these Assignment Booklets will be submitted to your teacher for assessment. If you have difficulty with any of the assignments, you should consult your teacher.



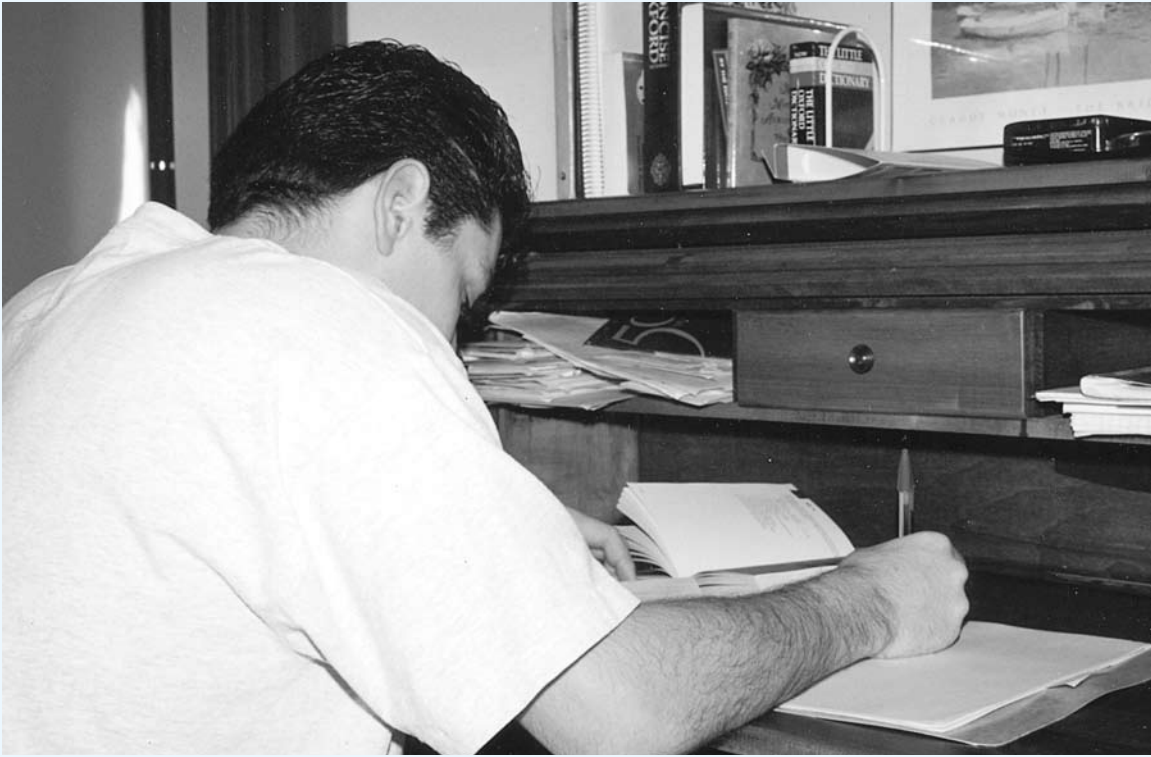
Submit each Assignment Booklet as soon as you have completed all the work. (Remember that the completed Assignment Booklet for the Part A: Human Sexuality or Part B: Relationships components must be submitted with Assignment 3B.)

Your final mark in this course will be determined by these criteria:

- the quality of your work in the Assignment Booklets
- how well you score on the final test
- your performance on any other tests or work that your teacher may assign
- any other criteria established by your teacher or your school

Your teacher or your school will provide information about how your marks will be distributed.

Recommendations for Success



Following are some suggestions to help you succeed in this course:

- Organize your materials and work area before you begin so that you have everything you need. Choose a quiet work area away from distractions.
- Set realistic goals for yourself each day and each week. When you've set your goals, stick to them.
- Read all the instructions carefully. Work slowly and systematically through the material in each Student Module Booklet. The work you do in the Student Module Booklets will prepare you for your assignments.
- Seek additional information from the people and organizations in your community. They are excellent resources.
- Do your assignments regularly.
- Remember to review and proofread your work before submitting it for assessment. Careful work habits will greatly improve your chances for success in Career and Life Management.

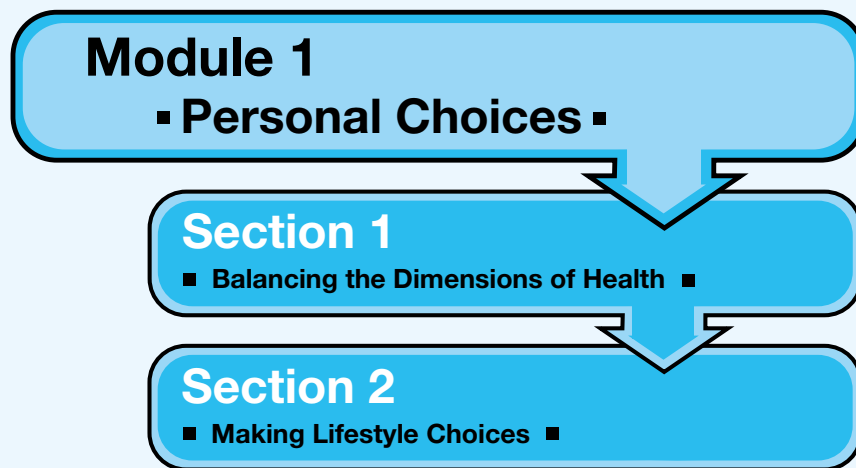
Module Overview



Are you familiar with the famous drawing called *Vitruvian Man*, also known as *Man in Circle and Square*? Leonardo da Vinci created this drawing and the accompanying notes in one of his journals around the year 1490. The drawing embodies symmetry and balance.

Today *Vitruvian Man* is often associated with health and fitness and with the practice of medicine. The drawing represents each person's desire to have a healthy body, mind, and spirit. To achieve this goal, you need to balance the physical, emotional, spiritual, social, intellectual, and vocational aspects of your health. In this module you will examine these six dimensions of health to develop an understanding of how they interact and influence your well-being.

In Section 1 you will analyze the multidimensional nature of health and explore the personal wellness choices that will help you achieve a balance in life. In Section 2 you will examine lifestyle choices and how the choices you make affect your well-being. The link between the dimensions of health and the lifestyle choices you make should become clear as you explore these topics. The information and strategies that you acquire as you work through the lessons in this module will help you in making wise personal wellness choices.



Assessment

Your mark will be determined by your work in the Assignment Booklets. In this module you are expected to complete two section assignments and a Final Module Assignment. The mark distribution is as follows:

Assignment Booklet 1A	
Section 1 Assignment	100 marks
Assignment Booklet 1B	
Section 2 Assignment	85 marks
Final Module Assignment	<u>15 marks</u>
Total	200 marks

Be sure to check with your teacher to determine if this mark allocation applies to you. Your teacher may include other reviews and assignments.

Section 1

Balancing the Dimensions of Health



Several times each day someone asks you the question, “How are you?” Some of the people who ask you this question are simply being polite; others really care about your well-being.

How aware are you of your own personal wellness? Many places in your community exist to promote your personal health and well-being in one way or another. Your personal wellness, however, is primarily your responsibility.

In this section you will examine the multidimensional nature of health. You will explore healthy life management and your ability to live your life to the fullest and to maximize your potential. You will examine how you view yourself, and you will reflect on the social, intellectual, and emotional dimensions of your life.

Lesson 1: Healthy Life Management



Have you been to the Lyle Victor Albert Centre in Bonnyville, Alberta? This 180-seat performing arts centre is named for playwright Lyle Victor “Vic” Albert, who was brought up on a farm just outside Bonnyville.

One of the plays that has garnered Vic Albert the most recognition is *Scraping the Surface*. In this thought-provoking play, Albert uses his great sense of humour and comic timing as he explores adolescence through the eyes of someone with cerebral palsy—a life-long disability, caused by damage to the developing brain before, during, or just after birth.



View Segment 1: Healthy Life Management on your Student Support CD. This video segment features Vic Albert and some scenes from *Scraping the Surface*.

1. How does Vic Albert demonstrate healthy life management?

Compare your answer with the Suggested Responses at the end of the lesson.

The video segment Healthy Life Management emphasizes that wellness means more than absence of disease, disability, or medical problems. Wellness is measured by your ability to live life to the fullest and to maximize your potential.



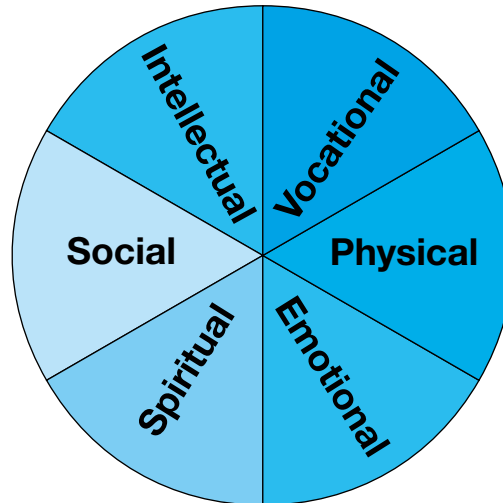
dimensions of health: aspects of health including physical, emotional, spiritual, social, intellectual, and vocational wellness

In this course you will examine six **dimensions of health**:

- ***physical dimension of health***: the aspect of health that deals with issues pertaining to the physical body
- ***emotional dimension of health***: the aspect of health that deals with the ability to express emotions appropriately; cope with conflict, stress, and change in a healthy way; and enjoy life; sometimes referred to as the psychological dimension of health
- ***spiritual dimension of health***: the aspect of health that deals with values—beliefs about what is important
- ***social dimension of health***: the aspect of health that deals with the ability to relate well to others
- ***intellectual dimension of health***: the aspect of health that deals with issues involving lifelong learning
- ***vocational dimension of health***: the aspect of health that deals with preparing for and engaging in work that provides personal satisfaction and enrichment

wellness wheel: a graphic that shows how the dimensions of health work together in a person's life

The six dimensions of health continuously interact and influence one another, and each dimension is equally important for personal health and well-being. To live life to the fullest you need to balance the physical, emotional, spiritual, social, intellectual, and vocational dimensions of your life. The following **wellness wheel** illustrates this balance:



If all of the dimensions of the wellness wheel are functioning properly, the wheel rolls along smoothly. If, however, one of the dimensions is neglected, the wheel will be off balance and run off course. Consider the following example:

Mr. Comeau is working at a job that is not challenging. He becomes unhappy and develops a sense of futility. His negativity causes others to avoid him, which increases his frustration and makes him lose sleep. Too little sleep causes him to be careless, and he trips and injures his leg.

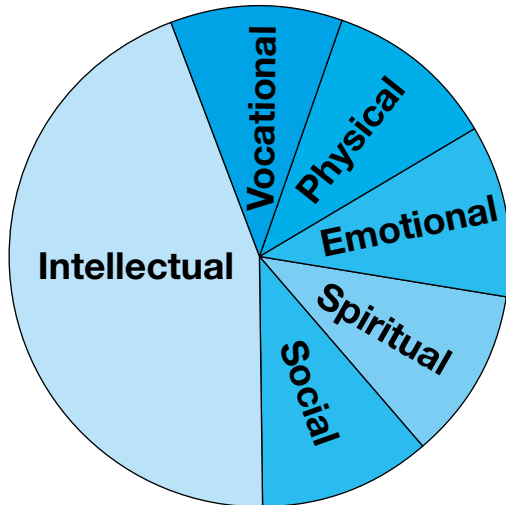
2. How are the vocational, emotional, spiritual, social, intellectual, and physical dimensions of Mr. Comeau's life affected?



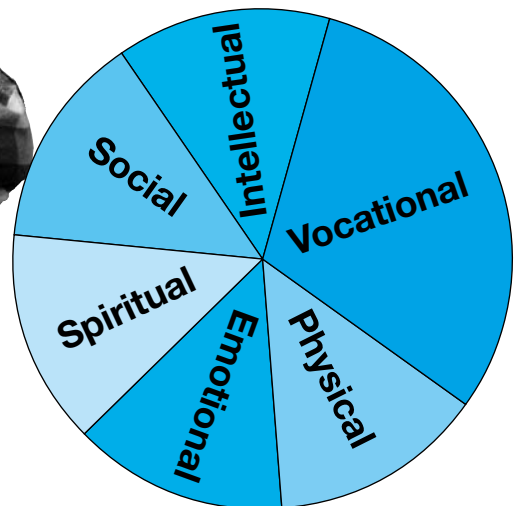
Compare your answer with the Suggested Responses at the end of the lesson.

Achieving a perfect balance in all dimensions is a challenge for most people. People at various stages in their lives have different demands on them. As a result they will place more emphasis on certain aspects of their lives and ignore other aspects. Consider the following examples.

- Adelle, a medical student, spends the majority of her time and effort on the intellectual dimension of her life. Her wellness wheel looks like this:



- Cameron, a young adult who recently entered the workforce, spends more time and effort on the vocational dimension of his life. His wellness wheel looks like this.



Go to page 1 of Assignment Booklet 1A and respond to questions 1 and 2 of Section 1.

Determinants of Health

determinants of health: the range of factors that determine a person's health status

A number of factors, called the **determinants of health**, affect the dimensions of people's lives and determine their level of health. The following story illustrates this complex interrelationship.

Why Is Jason in the Hospital?

Why is Jason in the hospital?

Because he has a bad infection in his leg.

But why does he have an infection?

Because he has a cut on his leg and it got infected.

But why does he have a cut on his leg?

Because he was playing in the junk yard next to his apartment building and there was some sharp, jagged steel there that he fell on.

But why was he playing in a junk yard?

Because his neighbourhood is kind of run down. A lot of kids play there and there is no one to supervise them.

But why does he live in that neighbourhood?

Because his parents can't afford a nicer place to live.

But why can't his parents afford a nicer place to live?

Because his Dad is unemployed and his Mom is sick.

But why is his Dad unemployed?

Because he doesn't have much education and he can't find a job.

But why ...?

3. Identify some of the complex factors—the determinants of health—that contributed to Jason being in hospital.

Compare your answer with the Suggested Responses at the end of the lesson.

population-based approach to health: an approach that aims to improve the health of the entire population and to reduce health inequities among population groups

“Why Is Jason in the Hospital?” illustrates that improving health is a shared responsibility and emphasizes the need for a **population-based approach to health** in addition to a personal approach to health.

¹ *Toward a Healthy Future: Second report on the Health of Canadians*, (Ottawa: Public Health Agency of Canada, 1999), <<http://www.phac-aspc.gc.ca/ph-sp/phdd/determinants/index.html>> (09 May 2007). Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2007

One of the key determinants of health at the population level is the physical environment—both natural and human-built. Contaminants in air, soil, water, and food can contribute to serious illness, including cancer, respiratory disease, and gastrointestinal ailments.



Another key determinant of health at the population level is the social environment. For example, poverty, illiteracy, unemployment, and family violence negatively impact the health of citizens.



4. With a partner or small group, brainstorm a list of other key determinants of health at the population level.

Statistics Canada examined the school drop-out rate for 2002, 2003, 2004, and 2005. They reported that on average the drop-out rate was especially high in rural and small-town Alberta and Quebec. In both those areas, about one in five 20- to 24-year-olds had not completed high school and was no longer going to school. Drop-out rates were also high in rural and small-town Manitoba.

5. With a partner or small group, discuss these statistics. If education and literacy are determinants of health, how does dropping out of school impact the well-being of individuals and their communities?

Compare your answers with the Suggested Responses at the end of the lesson.

Many organizations in Canada provide services that aim to improve the well-being of communities, families, and individuals by taking measures such as the following:

- preventing pollution of a community's air and land through enforcement of regulatory controls and management of hazardous wastes
- assuring that a community's drinking and recreational waters are safe
- controlling and preventing infectious diseases such as measles and tuberculosis
- formulating policies designed to protect the safety of the public, such as seat belt and worker safety laws
- creating violence-prevention programs and offering counselling services



6. With a partner or small group, brainstorm a list of private and governmental organizations that contribute to the health of Canadians.

Compare your answers with the Suggested Responses at the end of the lesson.

Although private and governmental organizations exist to promote your personal health and well-being in one way or another, your personal wellness is primarily your responsibility. One of the most important ways that you can improve your health is through the choices you make in your daily life.



When you make lifestyle choices, do you consider the health benefits and risks? For example, do you go biking without a helmet, or do you ride in an automobile without wearing a seat belt?

The impact of lifestyle choices on your health may be immediate or long term. Following are two examples to illustrate this point:

- Developing the positive habit of daily physical activity will help to maintain an appropriate weight in the short term and improve heart and circulatory system health in the long term.
- Developing the negative habit of smoking contributes to stained fingers and teeth in the short term, and increases your risk for lung cancer or chronic lung diseases such as emphysema in the long term.



7. With a partner or small group, brainstorm a list of lifestyle choices that may have an immediate or long-term effect on a person's health.

Compare your answers with the Suggested Responses at the end of the lesson.

Go to page 4 of Assignment Booklet 1A and respond to question 3 of Section 1.

Looking Back; Looking Ahead

In this lesson you analyzed the dimensions of health and their interconnectedness, the dynamic nature of balance in life, and the impact of the determinants of health. Your health is one of your most important assets. You can improve your health through the choices you make in your daily life. In the next lesson you will explore how you view yourself and the various dimensions of your life.

Glossary

determinants of health: the range of factors that determine a person's health status

dimensions of health: aspects of health including physical, intellectual, emotional, spiritual, social, and vocational wellness

population-based approach to health: an approach that aims to improve the health of the entire population and to reduce health inequities among population groups

wellness wheel: a graphic that shows how the dimensions of health work together

Suggested Responses

1. Vic Albert demonstrates healthy life management because the different dimensions of his life are balanced. He is an author and actor, so his intellectual and vocational needs are being met. He is positive and humorous, so his social, emotional, and spiritual needs are also being met. He is physically well and clearly able to manage his disability, so his physical needs are being met.
2. Mr. Comeau is working at a job that is not challenging, so his vocational needs are not being met. He becomes unhappy and develops a sense of futility, so the emotional dimension of his life is affected. His negativity causes others to avoid him, which increases his frustration, so the social and emotional dimensions of his life are affected. Too little sleep causes him to be careless and he injures his leg, so ultimately the physical dimension of his life is affected.
3. Following are some of the determinants of health that affected Jason's health: his living conditions (a run-down neighbourhood), his father's income (his father is unemployed), his father's education level (his father does not have much education), his mother's health and income (she is ill and cannot work), and the family's social support network (no one seems to be helping them).
4. Responses will vary. The Public Health Agency of Canada identifies the following key determinants of health at the population level:
 - income and social status
 - social support networks
 - education and literacy
 - employment/working conditions
 - social environments
 - physical environments
 - personal health practices and coping skills
 - healthy child development
 - biology and genetic endowment
 - health services
 - gender
 - culture

Go to the following website and click on any determinant to learn more about it:

<http://www.phac-aspc.gc.ca/ph-sp/phdd/determinants/index.html>

5. Dropping out of school has an impact on the educational and vocational dimensions of the lives of individuals. People with higher levels of education will be able to obtain better jobs. As Jason's story illustrated, low-income, uneducated people and their families often have an added burden of health issues. The well-being of a community with a higher school drop-out rate will be affected. The health-care system may become strained and more costly because more people need the services. Schools and other institutions may also be affected.

6. Answers will vary. Following are some possible responses:

- local and provincial crisis and counselling services such as Brooks and District Women’s Emergency Shelter, Youth Emergency Shelter Society, Fort McMurray Family Crisis Society
- regional health organizations such as Peace Country Health Region, which provides a variety of health-care services to the Peace River area, including emergency and acute care, home care services, outreach programs, continuing care, public health, specialty clinics, mental health services, and many rehabilitation and prevention programs
- provincial agencies such as Alberta Health, Alberta Alcohol and Drug Abuse Commission, Alberta Centre for Active Living, Alberta Centre for Injury Control and Research, Alberta Mental Health Board, Clean Air Strategic Alliance, and Native Counselling Services of Alberta
- national agencies such as Health Canada, Canadian Blood Services, Heart and Stroke Foundation of Canada, Canadian Cancer Society, Canadian National Institute for the Blind, Canadian Diabetes Association, Alzheimer Society of Canada, Canadian Cystic Fibrosis Foundation, and Canadian Dental Association

7. Responses will vary. Following are some lifestyle choices that may have an immediate or long-term effect on a person’s health:

- getting enough sleep
- eating a balanced diet
- staying in school and getting an education
- going regularly to the doctor, dentist, and optometrist
- making and maintaining supportive friendships
- taking part in sports or clubs
- doing volunteer work
- learning about a career by job-shadowing someone

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Lesson 2: How Do You View Yourself?



Mr. Romanchuk: Have you ever taken a quiz in a magazine that was supposed to tell you something about yourself?

Jamal: I've taken quizzes like that. It's kind of fun. Sometimes I've learned something about myself. Sometimes the quiz just clarifies what I already knew.

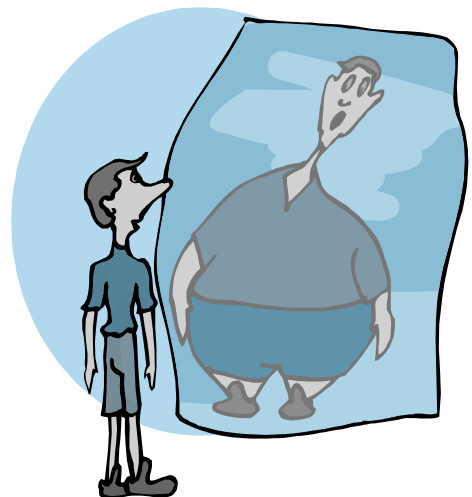
Mr. Romanchuk: You're about to have the opportunity to take a quiz on how you view yourself. Go to Segment 2: How Do You Really Feel About Yourself? on your Student Support CD.



self-image:
how you see yourself

The quiz you just took revealed a lot about your **self-image**. Your self-image is the mental picture you have of yourself. It is a combination of your opinions about yourself, your impressions of how others view you, and your expectations for yourself—the person you think you should be, or could be. You may believe how you see yourself is how others see you. Your self-image, however, can be very different from how the world sees you. People often hold inaccurate images of themselves. For example, some slim individuals see themselves as overweight. Others who are capable and interesting may see themselves as being clumsy or boring.

Self-image includes both the picture you have of your physical self and pictures of your abilities, talents, interests, attitudes, roles, and personality traits. Your self-image changes and develops as you move from childhood through adolescence to adulthood.



Note: If you are having difficulty, review the definition of each dimension in Lesson 1. Then turn to the Suggested Responses at the end of the lesson for examples.

1. Think about how you see yourself and who you are—physically, emotionally, spiritually, socially, intellectually, and vocationally. Then describe each of the following dimensions of your life.
 - a. physical dimension
 - b. emotional dimension
 - c. spiritual dimension
 - d. social dimension
 - e. intellectual dimension
 - f. vocational dimension
2. Think about all the descriptions that you wrote in question 1.
 - What do you like most about yourself and your life?
 - What most disappoints you?
 - Overall, do you feel good or bad about yourself and your life? Explain.

Compare your answers with the Suggested Responses at the end of the lesson.

Re-examining Your Self-Image

Is your self-image positive or is it negative? People with positive self-images see themselves as valuable people. They are confident that what they think and feel matters to others. On the other hand, people with negative self-images have low **self-esteem**. They judge themselves harshly and lack confidence.

self-esteem: how you feel about yourself

Is your self-image realistic? Having a self-image that is unrealistic can hinder you. If your self-image is unrealistically low, you will set goals and ideals that are too easily reached, and you may become complacent—unwilling or unable to move forward. If your self-image is unrealistically high, you will set unreachable goals and ideals for yourself.

Improving Your Self-Image

Part of a healthy self-image is recognizing what you cannot change about yourself. For example, you cannot do anything about your genes, which determine things like your skin colour, type of hair, and height. You can, however, change the way you think about yourself and develop a positive **attitude**. Developing a positive attitude will give you the power to successfully deal with life's realities. Your attitude affects all aspects of your life.

attitude: your outlook on life

Having a positive attitude about your abilities will help the intellectual, emotional, and spiritual dimensions of your life. A positive attitude will give you the power to resist the negative pressure of others and to do what you believe is the right thing. You will be more likely to succeed if you tackle problems with a positive attitude and focus on solutions rather than the barriers to solutions.

Having a positive attitude about your life will help the social dimension of your life. You will build better relationships if you are enthusiastic and optimistic. No one likes being around someone who complains a lot and is always pessimistic.

Having a positive attitude about your life will help the physical dimension of your health. Studies have shown that optimistic people get sick only half as often as pessimistic people. Of course, being well impacts your vocational health. Feeling well in other dimensions of health allows you to achieve your vocational goals.



How Optimistic Are You? by Susan K. Perry

Do you see the chocolate chip cookie as half-eaten or half still to be enjoyed?

If you're an optimist, you notice the sun peeking through the darkest clouds.

If you're a pessimist, you can find a down side to anything.

Take this quiz to learn your type.

1. You've just entered an essay contest. After dropping off your entry, you think:
 - A. I don't stand a chance. My ideas are always pretty dumb.
 - B. I hope I don't ruffle the contest judge's feathers with the topic I chose.
 - C. I'm a good writer with original ideas. I have an excellent chance to win.

2. You interviewed for a summer job at the local fast-food hang-out. The whole next week, you think:
 - A. They're not calling because they don't want me. I never make good first impressions.
 - B. I forgot to thank the interviewer. I probably blew it.
 - C. They'd be lucky to get me. If they don't call, it's because they've had dozens of applicants.
3. A group report you worked on in summer school with three buddies got a B+. You think:
 - A. The teacher must have been in a good mood when she read our report.
 - B. I know if I had worked a little harder, we would've gotten an A.
 - C. I'm glad I was on this team. I think I contributed a lot!
4. You haven't weighed yourself in months, and suddenly you discover you've put on three pounds. This is what goes through your mind:
 - A. I'm doomed to be fat forever.
 - B. I'd better cut out every single snack and start exercising so I can get back to my regular weight.
 - C. It's probably just water weight from the salty foods I've been eating lately. I'll weigh myself again next week.
5. Your parents are always talking about the rotten state of the economy. You think:
 - A. I'll never get a job better than flipping burgers.
 - B. I'd better do well in school, or I'll end up in bad shape.
 - C. When I'm through with school, the economy will be in better shape. Even if it's not, I'm a good worker and won't have any trouble getting a job I like.
6. Your best friend has joined an environmental group. Your brother bugs you if you forget to recycle a can. You keep hearing dire warnings about the ozone layer. You think:
 - A. It's no use. The air will be unbreathable in another 20 years.
 - B. I'd better find out what I can do to help out.
 - C. It's a good thing everyone's finally becoming aware of the environment. With this much effort, we're sure to save the planet.

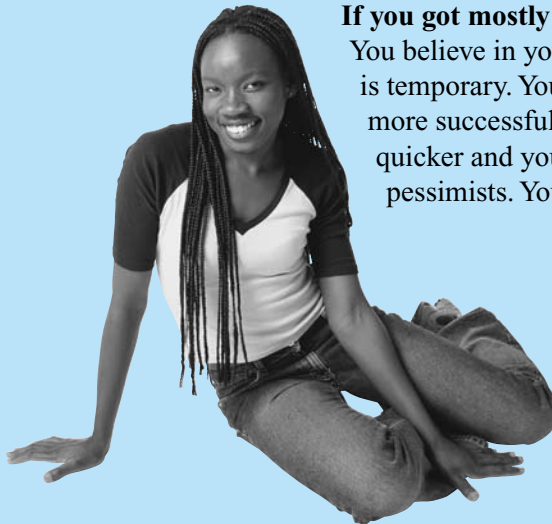
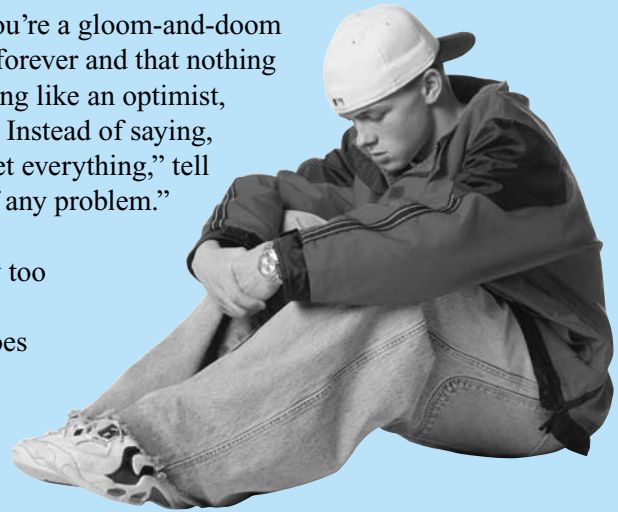
Scoring

Add up your A's, B's, and C's.


If you got mostly A's: Looks like you're a gloom-and-doom pessimist. You think bad breaks are forever and that nothing will go right for long. To start thinking like an optimist, change the way you talk to yourself. Instead of saying, "I'm always messing up," or "I forget everything," tell yourself, "I can work my way out of any problem."

If you got mostly B's: You take way too much responsibility for what goes wrong—and not enough for what goes right. Learn to give yourself credit where credit is due. And remember that bad stuff is going to happen—even to good people like you who work hard and try their best. See if you can stop giving yourself negative messages.

If you got mostly C's: Congrats, you're an optimist! You believe in yourself, and you know that bad luck is temporary. You hold up well under pressure, you're more successful in school and work, you bounce back quicker and you may even be in better health than the pessimists. You're more fun to hang out with too!



¹ © Susan K. Perry, Ph. D.



Having a positive outlook on life isn't easy if you don't feel good about yourself.

People with low self-esteem often put themselves down. They are their own worst critics. They are often pessimistic about the future; they expect things to go wrong. They attribute their successes to luck and their failures to their own inadequacies.

People with high self-esteem accept their strengths and weaknesses. They believe they can do what they set out to do if they try hard enough. They are proud of their successes and take failure in stride.



3. Discuss this question with a partner or a small group: Does a positive attitude create high self-esteem, or does high self-esteem create a positive attitude? Support your opinion with reasons.

Compare your answer with the Suggested Responses at the end of the lesson.

self-talk: the inner dialogue you have with yourself

Your attitude about yourself is reflected in your **self-talk**—those things you say inwardly to yourself about yourself. Is your self-talk positive and optimistic or is it negative and pessimistic?

4. Think about an occasion when you said negative things like the following to yourself: “I just can’t do this! I’m so stupid. I’ll never learn. I might as well give up.” How did those pessimistic comments affect your feelings and actions?
5. Think about an occasion when you said positive things like the following to yourself: “Okay, I made a mistake, but mistakes are a part of learning. I’m a smart person. I know I can do better next time.” How did those optimistic comments affect your feelings and actions?

Compare your answers with the Suggested Responses at the end of the lesson.

*cognitive restructuring:
a technique
to replace
negative
self-talk with
positive
self-talk*



If your self-talk is often negative, stop being so hard on yourself. Replace your negative self-talk with positive self-talk. This technique is called **cognitive restructuring**. Here are some tips to help you improve your attitude about yourself.

- Ease up. There is nothing wrong with having high expectations for yourself. But don't set your expectations so high that the pressure you place on yourself becomes unbearable. Give yourself some "me" time. Take a break from pressure activities. Do something fun and spontaneous with friends.
- Focus on the things you've got going for you, not the things you don't like about yourself.
- Don't dwell on past mistakes. No one is perfect, everyone makes mistakes. Making mistakes is a part of life; it doesn't mean that you are a failure. Try to learn from your mistakes and move on.
- Make a list of things you have accomplished. Read it often.

Go to page 5 of Assignment Booklet 1A and respond to question 4 of Section 1.

Looking Back; Looking Ahead

In Lesson 2 you examined your self-image. You discovered ways to develop a positive attitude and increase your self-esteem. In the next lesson you will examine the social dimension of your life in more detail.

Glossary

attitude: your outlook on life

self-image: how you see yourself

cognitive restructuring: a technique to replace negative self-talk with positive self-talk

self-talk: the inner dialogue you have with yourself

self-esteem: how you feel about yourself

Suggested Responses

1. Descriptions will, of course, vary. Following are questions you may have answered as you described each dimension in your life.
 - a. Physical dimension: Do I wear glasses? Do I have braces? Do I have any physical disabilities or chronic illnesses? Am I physically fit?
 - b. Emotional dimension: Am I a risk-taker or am I cautious? How do I adjust to change and cope with stress and conflict? How do I respond to criticism?
 - c. Spiritual dimension: How do I feel about respect, honesty, fairness, human life, family, education, money, religion, community service, and cultural diversity? What values guide me and give meaning and direction to my life?
 - d. Social dimension: How do I get along with my family, friends, and the other people I interact with? Do I treat people with respect?
 - e. Intellectual dimension: Am I naturally curious? What things am I good at? What are my favourite subjects at school?
 - f. Vocational dimension: What volunteer work have I done? What do I see myself doing in the future?
2. Responses will vary. Following are some points to consider about your response:
 - If you identified several strengths and talents, celebrate them.
 - If you didn't identify many strengths and talents, challenge some of your perceptions about yourself. Are you too hard on yourself? What strengths and talents do you have that you may have overlooked?
 - If you have some areas of your life that you think need improvement, identify the specific circumstances where weaknesses occur so that you can work on these areas.

3. Answers will vary. Following is one student's response:

I think self-esteem comes first and affects a person's attitude. I agree that having a positive outlook on life isn't easy if you don't feel good about yourself. A person's self-esteem is affected by life experiences. For example, a person may not feel safe and loved by his or her family. Or he or she may have a lot of problems in school.

4. Answers will vary. Following is one student's response:

I remember one time when I was making major mistakes at a volleyball tournament. I wasn't having a good game and I started making negative comments to myself. I felt terrible. I wanted to quit the team. Fortunately, my friends talked me out of it.

5. Answers will vary. Following is one student's response:

In grade 9 I was having a tough time with my math course, but I knew I could do it if I tried, so I kept saying positive things to myself. It made me feel better and encouraged me to keep going. In the end I did well in math.

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Lesson 3: Social Dimension



Everyday you interact with a variety of people. Every time you make a connection with another person, you form a relationship. You have been given some relationships—for example, those with family members. You choose other relationships, such as those with friends.

Relationships and Roles

role: the expected social behaviour of an individual in a given situation

Do you talk and behave the same way when you interact with a younger sibling, teacher, or school acquaintance? Of course you don't. Your **role** in each of these relationships is different, so the expectations for how you will speak and behave will also be different. Your younger sibling may expect you to be informal and protective. Your teacher may expect you to be polite and more formal. A school acquaintance may expect you to be casual but not too personal.

How did you learn about your various roles? Your family probably taught you some of these behaviours. You discovered more by observing others in your community and in the media.

In this lesson you will explore relationships and roles. You will think about unhealthy relationships, and you will discuss how to develop and maintain healthy relationships.



Family relationships may be very important to you. They probably always will be; few bonds are stronger than those between family members. Your family has a unique personality—just as you do. Many factors combine to make a family unique. For example, family composition is one component of the family personality. Following are some of the most common types of families:

- ***Nuclear family.*** This family group is composed of a couple and one or more biological or adopted children. This family group is also called a *traditional family*.
- ***Extended family.*** This family group is made up of three or more generations—usually grandparents, their son or daughter, and their grandchildren—who live in the same household or very close to one another.
- ***Foster family.*** In this family group, an individual or a couple provides a substitute family for children referred by the courts or government agencies.
- ***Single-parent family.*** This family group consists of one parent and one or more biological or adopted children. This family group is also called a *lone-parent family*.
- ***Blended family.*** This family group consists of a couple—at least one of whom has children from a previous relationship—and their children together. This family group is also called a *stepfamily*.
- ***Grandparent-led family.*** In this family group, grandparents are raising children whose biological parents have died or can no longer take care of the children.



1. Families differ in more ways than size and composition. With a partner or small group brainstorm some other ways that families differ.

Compare your answers with the Suggested Responses at the end of the lesson.

Did You Know?

Until the late 1960s most families portrayed on television were upper-middle class, white, nuclear families. Examples include the Andersons in *Father Knows Best* (1950s) and the Cleavers in *Leave it to Beaver* (1950s). *All in the Family* (1970s) and *Roseanne* (1990s) were two of the first shows to portray working-class families with real challenges. *Julia* (premiered in 1968) and *The Cosby Show* (1980s) were revolutionary because they depicted African-American families. In addition, *Julia* was a single mother. *The Brady Bunch* (1970s) showed a blended family. The TV show *Married ... with Children* (premiered in 1987) was unusual because it portrayed a family that didn't seem to like each other; viewers sensed that each member of the Bundy family would be better off not being a part of this family.



2. a. With a partner or friend, discuss the portrayal of families on TV today. What types of families do they represent? How do the family members in each of these families relate to one another? Are the portrayals of these families and their problems realistic? What types of problems do these TV families face? How do they deal with these problems?
- b. How does your family deal with problems?

Compare your answers with the Suggested Responses at the end of the lesson.

Changing Relationships and Roles



You are preparing for an important transition in your life—the transition from teenager to adult. Part of growing up is becoming more independent, making more decisions on your own, taking responsibility for your decisions, and being accountable.

As you gain more independence, your relationship and role with your family are bound to change. You are spending less time with your family and more time with your friends, teachers, employers, and co-workers. Your family probably has less influence on you now than when you were younger. You may have different ideas about your life choices than your family has. This transition from teenager to adult can lead to conflict.

Some amount of conflict is normal and healthy as families work out new roles and relationships. When major changes occur in families, extra pressure is placed on the relationships. For example, if you are having to adjust to a new stepparent or new stepsiblings, you are facing a major change. It is a change that will certainly create pressure on relationships.

3. What are some other life changes that can cause conflicts in families?

Compare your answers with the Suggested Responses at the end of the lesson.



How do you handle conflict in your family? Do you withdraw from the argument, pretend that there is no problem, or simply change the subject? Do you always give in to others to keep peace? Do you blame and accuse others? Do you refuse to listen to the concerns of others? None of these actions really solve a conflict. Instead, these actions may harm the relationship.

Dealing with conflict is not easy, but it is necessary to resolve your differences. The strategies you use to resolve the conflict can help to strengthen your relationship.

Addressing the issues, as they occur, helps to keep the conflict in perspective. Ignoring the conflict or hoping it will go away will not work. Sometimes a small issue becomes a major sore point by the time you are ready to deal with the conflict. Expressing your feelings and getting complaints out in the open where they can be dealt with is better than bottling them up inside. However, avoid hurting others when you express your feelings. When a conflict occurs, remain cool and calm. Try taking a deep breath or going for a walk to cool down. Choose a time when you are calm to discuss the conflict.

Step-by-Step Guide to Resolving Conflict Successfully	
Step 1	Define the conflict. Describe the conflict in clear, concrete terms. Focus on behaviours or problems, not people. Don't blame or lay guilt trips.
Step 2	Seek first to understand, then to be understood. Try not to prejudge the individual or the circumstance before you have all of the information. Listen to the other person's point of view. Ask questions that will clarify the situation. Explain how you see the problem. Communicate your understanding positively and respectfully.
Step 3	Take turns offering alternative solutions to resolve the conflict. If possible, offer a way for the other person to save face.
Step 4	Examine consequences of each solution. Then agree to a solution that you both can accept. Sometimes you will have to compromise, but a compromise can be a win-win situation because each person gets something. The important thing is that you work toward achieving an acceptable resolution.



For more strategies for managing conflict, view Segment 3: Conflict Resolution on your Student Support CD.

role-play:
an activity in which a person plays a part to practise a skill and receive feedback

Role-play is an effective technique for learning social skills. It provides opportunities for practising skills and receiving feedback. With a partner, role-play the following scenario:

You borrowed your sister's car and drove it on a rough logging road and you blew out a tire. You know you were not supposed to take the car "off road." Your sister is angry and you don't have the money to buy a new tire. How will you resolve this conflict?

- Discuss with your partner the way you each acted and the way you each felt in the role-play. Did you follow the conflict-resolution steps given in this lesson?



Compare your answer with the Suggested Responses at the end of the lesson.

Unhealthy Relationships

Families provide many important needs for their members—including enhancing well-being through all the dimensions of health. Families that manage to achieve this enormous task are called functional. Unfortunately not all families function in a healthy manner.

In a dysfunctional family, one or more family members may be victims of abuse. Children are particularly vulnerable, but spouses, siblings, parents, and grandparents can all be subject to physical, or emotional abuse. Some families also experience spiritual abuse.

Physical abuse is the most visible form of abuse. Victims often suffer physical injuries from deliberate violent acts such as punching, kicking, shaking, slapping, pushing, beating, biting, or burning. Physical abuse also includes failing to meet a child's basic needs for clothing, nutrition, medical attention, education, and adequate supervision.



Emotional abuse includes verbal attacks and criticizing, belittling, insulting, or threatening. Emotional abuse also includes ignoring, rejecting, or isolating. Because emotional abuse damages the self-esteem of victims, they may come to see themselves as unworthy of love and affection.

Spiritual abuse is the name given to abusive practices in religious organizations and groups. It usually involves control and manipulation by spiritual leaders, but may be supported by members. Spiritual abuse is not necessarily deliberate, but may be the outcome of a particular doctrine. Spiritual abuse often involves secrecy and fear.

Note: The types of abuse described here may be interlinked; they often go together.

Abuse in families can be very complex. A lot of shame and anxiety is attached to the situation. Victims may not want to report the abuse for the following reasons:

- They fear that revealing the abuse may cause the family to break up.
- They may believe that the abuse is their fault.
- They are afraid of retribution, or punishment, from the abuser if they tell.

Moreover, after an episode of abuse, abusers are often remorseful. They may apologize and ask for forgiveness. The victims may hope the abuse will end. Without intervention, however, the abuse will most likely begin again. The violence may even escalate in subsequent episodes. Therefore, it is very important that victims of abuse seek help to end the abuse.

5. If you are a victim of abuse, you've probably thought of a thousand things that you could try to do to end it. Perhaps you've already tried some. What are some things you can do to end the abuse?

Compare your answer with the Suggested Responses at the end of the lesson.



Did you know that when adults create their own families, many of them repeat the same dysfunctional patterns that they experienced as children? People who grow up around abusive or disrespectful behaviour may become abusers themselves because they have not learned to treat others with kindness and respect. Alternatively, people who grow up around abusive or disrespectful behaviour may become victims of abuse again because they don't expect to be treated with kindness and respect. This cycle can be broken with counselling and education. Many communities offer family counselling and parenting courses.

Go to page 6 of Assignment Booklet 1A and respond to question 5 of Section 1.

Developing and Maintaining Healthy Relationships



Chances are you spend a lot of time with your friends. You're probably aware that when you can share your experiences, feelings, and ideas with friends and when friends support and help you, your life is enriched.

You also know that friendships change over time—some friendships grow stronger and others end. Losing a friend can be painful and disappointing.

It's a good idea to have several friends; relying on only one or two people puts too much pressure on everyone. The best way to make new friends is to become involved with activities in the community. Talk to people, get to know them, and find out if you have something in common with them.



For information on making and maintaining friends, view Segment 4: Relationships on your Student Support CD.

6. The following statement was expressed in the video segment: “A relationship works best when we know what we want from a relationship and what we can contribute to it.” Do you agree with this statement? Why or why not?

Compare your answer with the Suggested Responses at the end of the lesson.



7. With a partner or in a small group, discuss the following questions.
 - a. Why is it important to end some relationships in your life?
 - b. What feelings might be involved in ending a relationship? How can a person deal with these feelings?

Compare your answers with the Suggested Responses at the end of the lesson.

Go to page 8 of Assignment Booklet 1A and respond to question 6 of Section 1.

Looking Back; Looking Ahead

In this lesson you explored relationships and roles. You thought about unhealthy relationships, and you discussed how to develop and maintain healthy relationships. You were given tips to make ending a relationship less painful. In the next lesson you will examine the intellectual dimension of your life.

Glossary

role: the expected social behaviour of an individual in a given situation

role-play: an activity in which a person plays a part to practise a skill and receive feedback

Suggested Responses

1. Responses will vary. Following is one student's response.

Families relate to each other in different ways and make different life choices. Some families are openly warm and affectionate. Other families are quiet and reserved; although family members care about each other, they don't openly show affection. Still other families are loud and boisterous; family members like to debate ideas and tell jokes and funny stories.

In some traditional families both parents work outside the home; in others, one of the parents stays at home. In some families the children go to school; in others, the children learn at home. In some families the parents are very strict and authoritarian; in others, the parents are lenient and permissive.

2. a. Answers will vary. Some portrayals are fairly realistic; however, solutions to problems in TV families are often simplistic.

b. Answers will vary. Here's what some students had to say:

We have a saying when it comes to dealing with trouble in our family—"Really talk; really listen." It works when my parents and brothers and I make an effort but it can be really hard to do. I think I do a good job of it mostly.

Randy

My mom and I were fighting all the time. I was going to move out but at the last minute, a friend of mine said I should talk to someone before I did something crazy. It really helped me to talk to the counsellor at my school. I learned how to get my message across to my mom without getting really mad and stomping out before I had said everything.

Suki

In my family we always argued about the time I had to be in on a weekend night. My dad hates staying up late but he always insists on knowing that I am home on time. So he would wait up for me and then be really tired and crabby the next day.

Now we use the alarm clock system. He sets the alarm for the time I am supposed to be home and then goes to bed. I shut off the alarm when I get home. If I'm home on time, the alarm doesn't go off and my dad gets a full night of sleep and he's not so crabby the next day. If I'm going to be late, I phone. My dad says he would rather wake up to hear the phone ring and my voice than the alarm ring and not know where I am.

Jolani

We're getting along a lot better since we started doing some stuff together. My favourite is Saturday mornings. It started when I was training

for the track team at school. My dad decided he'd go jogging with me. At first, he couldn't keep up but now the two of us run together a couple of times a week. My mom jokes about being on the team. On Saturdays, she and my brother walk part of our route and end up at home about the same time we do. Then we have breakfast together.

Bridget

We have to leave each other alone for a while when things get too hot at home. If we are fighting about something and everybody is real tense, then we agree on taking a break. We all agree on a time to meet again to discuss the issue. Usually we take several hours or even a big part of the day. Then everybody goes off for a while. Usually things have calmed down some when we get back together.

Josh

We have family meetings once every couple of weeks, even if there isn't anything big to talk about. If there's an issue that comes up before our usual meeting day, any of us can call a special family meeting.

Ian

When we were little kids, my parents used to make a really big deal out of every little thing we did right. Like, we would get to be the guest of honour at dinner for a good report card or some other accomplishment. I guess over the years it has sort of turned around because now we celebrate successes of my mom's and dad's. Us kids do the dinner or whatever and one of them is the special guest.

Blair

¹ Excerpt from *Relationships* (Lifechoices Series). Campbell, Judith (Pearson Education Canada, 1996), 44. Reproduced with permission by Pearson Canada.

3. Other life changes that can cause conflicts in families may include the following:

- a change in finances such as when a parent loses a job
- a change when a family relocates to a new community
- changes brought about by a death, divorce, or remarriage

You may have thought of others.

4. Answers will vary. Hopefully the role-play and discussion afterward gave you some good insight into conflict resolution.

Sometimes two people in conflict need a mediator to help them discuss the problems and work out solutions. A mediator is a third person who is not involved in the disagreement. The mediator's function is not to make judgments or offer solutions; instead, the mediator's role is to help the people in conflict come to an agreement.

5. If you are a victim of abuse you may feel very alone in your struggle, but there are people who can help. Avoid the tendency to hide the situation or try to deal with the situation on your own. You may be embarrassed about what's been happening to you, but this is the time when you need support. You can speak to a teacher, a school counsellor, or another responsible adult. You can also contact one of the following agencies:

- Family Violence Info Line — 24 hour (toll-free 310-1818)
- Child Abuse Hotline (24 hour) — 1-800-387-KIDS (5437)
- Kids Help Line (24 hour) — 1-800-668-6868
- Protection for Persons in Care — 1-888-357-9339
- Bullying Helpline — 1-888-456-2323

Your local phone book may also list the phone numbers of other crisis centres, teen help lines, and abuse hotlines.

If you experience a family violence emergency, you can call 911, or you can contact your local police, RCMP, or Tribal Police.

If you know someone who is being abused, you may find it helpful to remember the CLUES acronym

- **C**onnect with the person.
- **L**isten to him or her.
- **U**nderstand what the person is going through.
- **E**xpress concern.
- **S**eek help from a responsible adult, agency, crisis centre, or abuse hotline.

6. Answers will vary. Following is one student's response:

Yes, I agree with the statement, "A relationship works best when we know what we want from a relationship and what we can contribute to it." All relationships are based on give and take so if both partners are aware of what they need and what they can offer, then there is less chance for misunderstanding each other. Expectations can be clearly determined.

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Lesson 4: Intellectual Dimension



Mr. Petruk is one of those people who just never stops learning. He is always looking for a new way to satisfy his curiosity, gain a new skill, or introduce himself to another topic. He exemplifies the concept of lifelong learning—the idea that learning is not confined to the formal structure of an educational institution, but is an ongoing process that begins at birth and continues throughout one’s lifetime.

Think about people that you know who are effective learners. What are some of their characteristics?

Very likely, the people you thought about view learning as a lifelong process. They recognize that learning is an active process of acquiring skills and knowledge, not merely a memorization of facts. They have clear learning goals, know about their strengths and weaknesses, and take responsibility for their own learning by planning, monitoring, and adapting their learning process. If you want to improve the intellectual dimension of your life, you can benefit from the knowledge and experience of effective learners.

In this lesson you will explore the factors that affect learning, examine theories about learning, discover what researchers have discovered about learning, reflect on the importance of different kinds of thinking, and improve your goal-setting and time-management skills.

Factors That Affect Learning

Recall a time when you were learning a new skill and made a mistake in public. Perhaps you fell while biking, skating, or skiing with friends. How did your friends react? Were your friends sympathetic or did they make fun of you? How did you react? Were you able to laugh at the situation, or did you feel embarrassed? Did you try again, or did the incident discourage you?

Think about the following points:

- Your level of self-esteem and your attitude toward learning affects both your motivation to learn and your success in learning. If you make a mistake or begin to struggle, you need self-esteem to convince yourself that you can do it.
 - The support of others is also an important factor in learner success. Therefore, try to surround yourself with people who encourage you. Keep away from people who will steer you away from your goals.
 - Being successful in learning—like any other endeavour in life—requires commitment, discipline, and hard work.
1. Explain how each of the following childhood stories relates to the preceding points about learner success. In other words, what lesson about learning does each story teach? If you don't recognize or remember these stories, ask a classmate, friend or teacher to remind you, or choose other stories from your childhood.
 - a. "The Little Engine That Could"
 - b. "Pinocchio"
 - c. "The Tortoise and The Hare"



Compare your answers with the Suggested Responses at the end of the lesson.

Theories about Learning

In 1983 Howard Gardner published a book called *Frames of Mind: The Theory of Multiple Intelligences*. In his book he identified seven types of intelligence:

- **Verbal/linguistic intelligence:** the ability to use words and language
- **Logical/mathematical intelligence:** the ability to use logic and work with numbers
- **Visual/spatial intelligence:** the ability to perceive the visual world accurately and create mental images
- **Kinesthetic intelligence:** the ability to control body movements and handle objects skillfully
- **Musical/rhythmic intelligence:** the ability to appreciate and create music
- **Interpersonal intelligence:** the ability to relate to and understand others
- **Intrapersonal intelligence:** the ability to reflect on and understand yourself

Gardner later added an eighth type of intelligence:

- **Naturalistic intelligence:** the ability to sense patterns in and make connections to elements in nature

Before Gardner's theory of multiple intelligences became popular, most people thought intelligence-quotient types of tests—commonly called IQ tests—could measure human intelligence. Gardner argued that IQ tests were limited because they only assessed mathematics, science, and language skills. Gardner considered each of the eight intelligences to be equally important. He also believed that people use all eight of these intelligences to learn new knowledge and skills.

Although everyone has all eight intelligences, no two individuals have them in the same amount. Which are your strongest intelligences? How do these intelligences affect the way you like to learn—your **learning style**?



learning style: your preferred way of acquiring knowledge and skills



Turn to page 32 of *Lifechoices: Careers* and complete the learning styles checklist to discover which of Gardner’s multiple intelligences is more your style.

People have different strengths and preferences in the ways they interact with, take in, and process information. Most students have a preferred learning style—a way of learning that suits them best.

Many models have been developed to explain these learning styles. Perhaps the most well-known model is the Visual/Auditory/Kinesthetic (VAK) model:

- **Visual.** These learners learn by seeing. They prefer working with written material, diagrams, posters, and demonstrations.
- **Auditory.** These learners learn by listening. They prefer face-to-face instruction. Since hearing and speaking are so closely related, auditory learners prefer telling people about what they have learned.
- **Kinesthetic.** These learners learn by doing. They prefer a hands-on approach by actively exploring the physical world around them.

Some people have a strong preference for one of these learning styles; others are more balanced. To help you determine if you have a preferred learning style and what this style is, read the questions in the left-hand column of the following chart. Of the three responses to the right of each question, select the one that best characterizes you.

WHAT IS YOUR PREFERRED LEARNING STYLE?

	Visual	Auditory	Kinesthetic
What do you do when you are spelling?	I imagine what the word looks like when written.	I sound out the word or use a phonetic approach.	I write the word down to find if it feels right.
How do you learn something new?	I like to see demonstrations, diagrams, or videos.	I prefer verbal instructions or talking about it with someone else.	I ignore the directions and figure it out as I go along.
What do you like to do when relaxing?	I prefer to watch TV, see a play, or go to a movie.	I prefer to listen to the radio, play music, or talk with a friend.	I prefer to play sports or make something with my hands.

Which style did you select most often? This is your preferred learning style.

Research About Learning

Research is constantly providing new revelations about how the brain works and how people learn. As you may be aware, your brain has two sides called hemispheres. Each side of the brain processes different types of information.

The left side of the brain is associated with **critical thinking**. The following skills are used in critical thinking:

- classifying information into categories
- ordering and prioritizing information
- comparing and contrasting information
- evaluating information
- determining cause and effect
- decision making

The right side of the brain is responsible for **creative thinking**. The following skills are used in creative thinking:

- brainstorming
- visualizing
- inferring
- generalizing
- predicting
- hypothesizing
- problem solving
- inventing

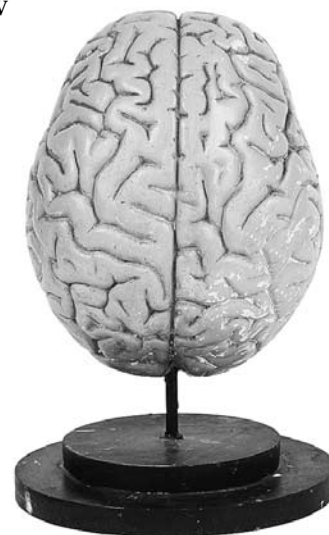
Although people use both sides of their brains, most individuals rely more heavily on one side.

Right-brain dominant people use **convergent thinking**. They take a focused, systematic, and linear approach to a problem. They can arrange information in an organized, sequential manner. They can reach logical conclusions. Thus, they excel in scientific and mathematical activities.

Left-brain dominant people use **divergent thinking**. They take a broad, holistic approach to a problem. They are intuitive, imaginative, and inventive; and they often come up with novel ideas and solutions in a seemingly random and spontaneous manner. Thus, they excel in creative activities.

Take the test at the following website to discover whether you are a right-brain dominant or left-brain dominant person. (To access the test, first select *gender* and then click on *next*.)

<http://similarminds.com/brain.html>

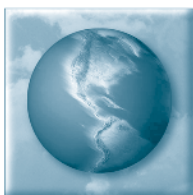


critical thinking: the ability to evaluate information and opinions in a systematic, purposeful, and efficient manner

creative thinking: the ability to see and make things in a new or different way

convergent thinking: thinking that focuses on one correct solution

divergent thinking: thinking about many possibilities, not just one solution



Different Types of Thinking

Over the years you have learned many thinking and learning strategies. In fact, you have used the brainstorming strategy frequently in this course.

2. Use your personal experience or do some research and explain each of the following strategies:
 - a. a concept web (also called a *concept map* or a *mind map*)
 - b. a Venn diagram

Compare your answers with the Suggested Responses at the end of the lesson.



Edward de Bono is a leading authority in the field of constructive and creative thinking. He recognized the importance of different kinds of thinking. In the 1980s de Bono invented a simple and powerful strategy to improve people's thinking called Six Thinking Hats. This strategy encourages people to apply different types of thinking and to recognize what type of thinking they are using. Different colours of hats represent the different types of thinking.

metacognition:
thinking about
the thinking
process

The Six Thinking Hats technique is used in a group and works like this. The group leader wears a blue hat, which represents **metacognition**, and calls for the following different types of thinking:

- Wearing white hats, group members focus on the available data and see what they can learn from the facts.
- Wearing red hats, group members focus on feelings, intuition, and hunches. They predict how others will react to the idea.
- Wearing black hats, group members react cautiously and defensively. They try to see all the drawbacks of the idea.
- Wearing yellow hats, group members react positively and optimistically. They try to see all the benefits of the idea.
- Wearing green hats, group members focus on alternative, creative ideas.

Many businesses have successfully used the Six Thinking Hats strategy. Here is one example:

In March 1996 when reports of the “mad cow” disease created widespread panic throughout Europe, many beef processing plants experienced huge overnight losses as consumers stopped buying beef. Six Thinking Hats was instrumental in saving one of Europe’s largest beef processing companies. 86% of turnover was lost overnight. Not surprisingly, it was an extremely difficult task to try to think in such circumstances. Managers were fully occupied coping with the sudden loss of business. Twelve people from this company met for a 60-minute meeting using the Six Thinking Hats. 65 ideas

were generated: 30 cost-reduction ideas and 35 commercial ideas. They were evaluated through the Yellow Hat and Black Hat processes at subsequent meetings. The results: 25 ideas were put into place. Major capital investment was placed in a new plan to participate in the Government OTMS Scheme. The in-house-only Distribution Division went 100% open-market commercial and established such a reputation and portfolio of business that it has had to expand. The overall result is that they came through the crisis with a strong company and survived six long weeks of no revenue.



3. With a partner or small group, try the Six Thinking Hats strategy with one of the following problems.


- A tailor in Edmonton has had tremendous success making and selling men’s suits but now has to compete with imports from India and Vietnam, which are produced more cheaply. The tailor is facing huge losses.
- An Alberta farmer has always planted wheat but discovers that Chinese farmers are now the leading producers of wheat in the world. The farmer’s livelihood is threatened.
- Lindsay has been attending university in Calgary. To help keep her schooling costs down, she lives with her mother. Her mother is being transferred to Edmonton. Lindsay could transfer to the University of Alberta in Edmonton. Does she find accommodation in Calgary and continue attending university there, or does she move to Edmonton with her mother and go to the university there?

Compare your answer with the Suggested Responses at the end of the lesson.

¹ Lynda Curtin, “Six Thinking Hats and Lateral Thinking in Use—Results: The Tools Work, Some Global Examples” 2002, <<http://www.lyndacurtin.com>; <http://www.deBonoForBusiness.com>> (28 June 2006)/ Reproduced by permission.

Goal-setting Skills

You probably set small goals for yourself all the time. For example, you may have three goals for this weekend—to complete the research paper that is due next week, to wash your car, and to train for a marathon you plan to participate in next month.



Setting goals is an important life-management skill. It helps you channel the direction of your life and accomplish the things that matter to you.

To be effective at setting goals you need to use both critical and creative thinking. Following are some aspects of the thinking process you need to employ when setting life goals:

- **Set specific goals.** Being precise helps you know the exact goal to be achieved. Be sure the goals are realistic. Try to set the goals slightly out of your immediate grasp, but make them achievable.
- **Keep the goals small.** If a goal is too large, you may feel that you are not making progress toward it.
- **Prioritize your goals.** Rank your goals according to their importance. This helps you to avoid feeling overwhelmed by too many goals, and it helps to direct your attention to the most important ones.
- **Establish a time frame for reaching your goals.** Decide when you want to reach these goals. You may want to make both **short-term goals** and **long-term goals**.
- **Share your goals with someone.** Sharing your goals gives them more force and makes you more accountable for reaching these goals.
- **Write the goals down and put them where you can often see them.** Reviewing your goals will help you stay focused.

short-term goals: goals that require a short time (hours, days, or months) to achieve

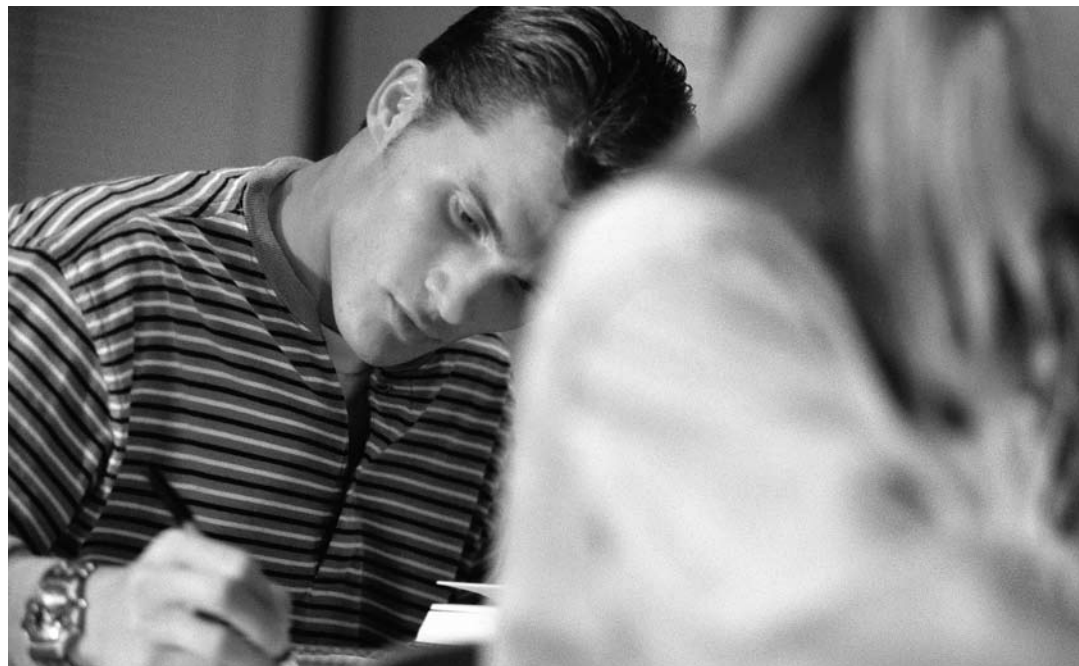
long-term goals: goals that take a long time (a year or more) to achieve

resources:
the various people and things that are used to reach a goal, solve a problem, make a decision, and manage life

After you have set your goals, you'll also want to identify the barriers to reaching your goals. Perhaps you need a self-help book, a mentor or coach, equipment, or a facility to train in. Identify **resources** that will help you reach your goals, and be resourceful in getting the help you need. There are two kinds of resources—human resources and material resources.

- Human resources are qualities and attributes that come from within yourself and from other people who support you in some way. Human resources include time, physical and emotional energy, health, knowledge, talents and skills, and attitudes such as confidence.
- Material or non-human resources are things that can be touched, seen, or appraised. Material resources include money, tools and equipment, goods and services, and community facilities such as libraries and hospitals.

For more information on setting goals, turn to page 7 of *Lifecoices: Careers*. Read “Go For Your Goals.”



4. Owen has a goal of going to university. He studies hard and makes good grades. But Owen's parents have three other children and a modest income. His parents warn him against getting his hopes up about university; they won't be able to help him financially. Instead, they encourage him to get a job after high school.

What can Owen do to help reach his goal of going to university?

Compare your answer with the Suggested Responses at the end of the lesson.

Time-Management Skills

Everyone knows people who are constantly arriving at events late and missing deadlines for assignments. Are you one of those people? People with poor time-management skills often put off projects. In other words, they procrastinate. Perhaps they are afraid to tackle the project because it seems too overwhelming, or maybe they just don't like doing some of the tasks.



Following are some hints for better time management:

- **Get organized.** Identify when the project needs to be completed and the resources you will need to complete the project. Gather together all the tools you will need—such as pens, textbooks, and paper—and keep them in one place.
 - **Break the project into smaller tasks.** Concentrating on smaller tasks makes the project less overwhelming.
 - **Identify the order in which you will do these tasks.** Some people like to do the hardest (or most unpleasant) tasks first and get them out of the way. Other people prefer to do the most important tasks first.
 - **Set a target date and make a schedule.** Aim for a date that is earlier than the required deadline. This gives you extra time if something unexpected comes up.
5. With a partner or small group, discuss other strategies to stop procrastinating and to begin to manage your time more effectively.



Compare your answer with the Suggested Responses at the end of the lesson.

Go to page 10 of Assignment Booklet 1A and respond to questions 7 and 8 of Section 1.

Looking Back; Looking Ahead

In this lesson you explored the intellectual dimension of your life. You examined the characteristics of effective learners, factors that affect learning, theories and research about learning, and the importance of different kinds of thinking. As well, you investigated goal-setting and time-management skills. In the next lesson you will explore the emotional dimension of your life.

Glossary

convergent thinking: thinking that focuses on one correct solution

creative thinking: the ability to see and make things in a new or different way

critical thinking: the ability to evaluate information and opinions in a systematic, purposeful, and efficient manner

divergent thinking: thinking about many possibilities, not just one solution

learning style: your preferred way of acquiring knowledge and skills

long-term goals: goals that take a long time (a year or more) to achieve

metacognition: thinking about the thinking process

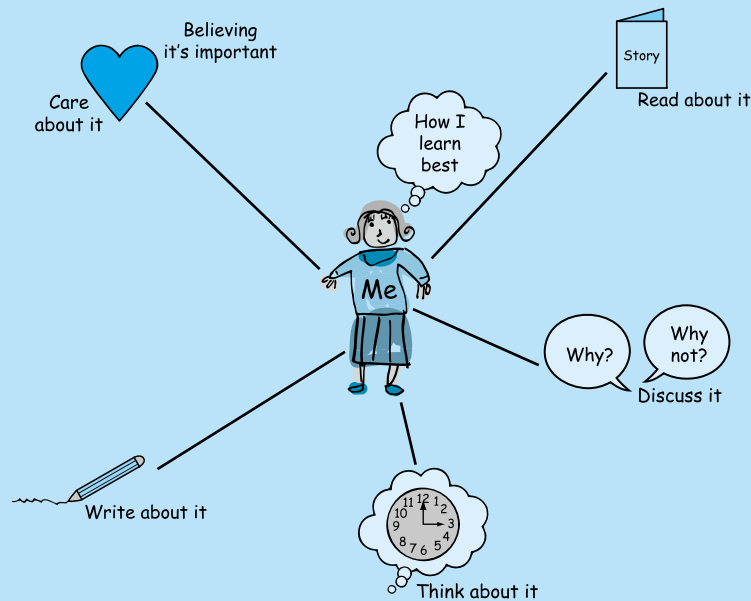
resources: the various people and things used to reach a goal, solve a problem, make a decision, and manage life

short-term goals: goals that require a short time (hours, days, or months) to achieve

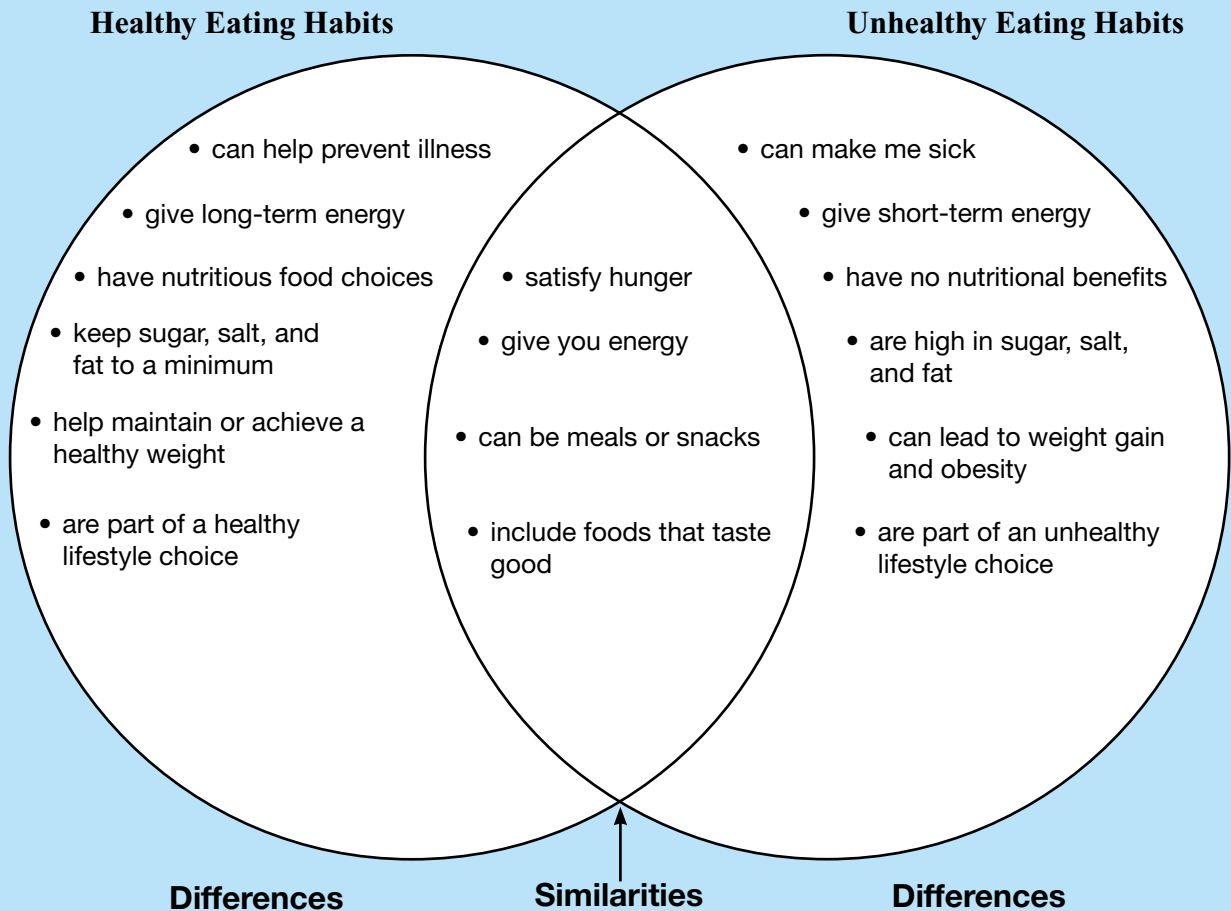
Suggested Responses

- The engine was able to make it up the hill because of positive self-talk. The story teaches children that their level of self-esteem and attitude toward learning affect their motivation to learn and their success.
 - Pinocchio gave in to the pressure of the fast-talking fox who promised him fun instead of the hard work of school. The story teaches children that the support of others is also an important factor in learner success. Therefore, they should try to surround themselves with people who encourage them and keep away from people who will steer them away from their goals.
 - The tortoise was able to defeat the hare with persistence and determination. The story teaches children that success in learning—like any other endeavour in life—requires commitment, discipline, and hard work.

2. a. A concept web is a way to represent connections between concepts or ideas. A web includes key words, colours, and images. Following is an example.



- b. A Venn diagram is a way to compare and contrast information about two or three concepts or ideas. Following is an example.



3. How well did the strategy work for you? Did you find it difficult to switch hats? Why or why not? Did wearing a different hat give you a different perspective on the issue?
4. Owen can work part-time while he is studying and get a summer job to help pay for university. He can apply for student loans, bursaries, and scholarships. He can ask his teacher and school counsellors for advice on how to apply. If the university he wants to attend is in another community, he can find people to live with so his expenses will be lower. He can enroll at a university that offers a distance-learning program. Then he won't have to move and it will be more economical.
5. Answers will vary. Following is one student's response:

Plan to reward yourself when you complete the project. The reward will help to motivate you. Use positive self-talk to encourage yourself. If possible, work with others who can encourage you. When you can, do two things at once. For example, while you are washing your car, you can be thinking about the project.

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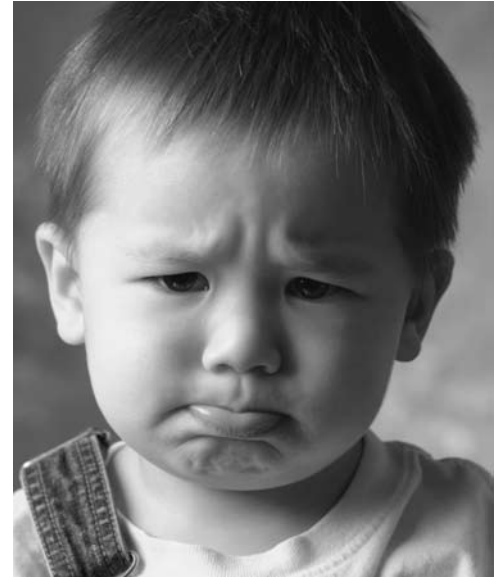
Lesson 5: Emotional Dimension

As a young child, you freely expressed emotions without regard for the effect they had on others. However, over the years you began to develop **emotional maturity**.

emotional maturity:
the ability of a person to control his or her emotions rather than allowing them to be in control

Emotionally mature people think before acting; they have control over their feelings, thoughts, and behaviours. They are able to make appropriate decisions and accept personal responsibility for their actions. They are also able to connect with others in a co-operative and positive way.

Emotional maturity takes longer to develop than physical maturity. In fact, some adults are emotionally immature. You probably know adults who are oversensitive, easily frustrated, and quick to anger; these people are often unreasonably jealous and unable to take criticism. You likely can think of other adults who are self-centred, superficial, and demanding; these people often act thoughtlessly and impulsively. Emotionally immature people usually blame others for making them feel a certain way.



emotional intelligence:
the ability to sense what's really going on in a situation, to assess people's thoughts and feelings accurately, to express empathy, and to respond appropriately

In 1995 Daniel Goleman popularized the concept of **emotional intelligence** (also called EQ) to contrast it with the types of intelligences measured by IQ tests. Goleman argued that IQ contributes about 20 percent to the factors that determine life success; EQ accounts for the other 80 percent. The good news is that emotional intelligence can be learned. In fact, many people today are taking courses to raise their EQ.



In this lesson you will explore the following topics: identifying, understanding, and managing emotions; handling decisions and problems; and coping with peer pressure.

Identifying and Understanding Emotions

Everyone experiences a wide range of emotions—feelings such as fear, anger, disgust, sadness, and joy. What produces emotions? Why do we have emotions?

limbic system:

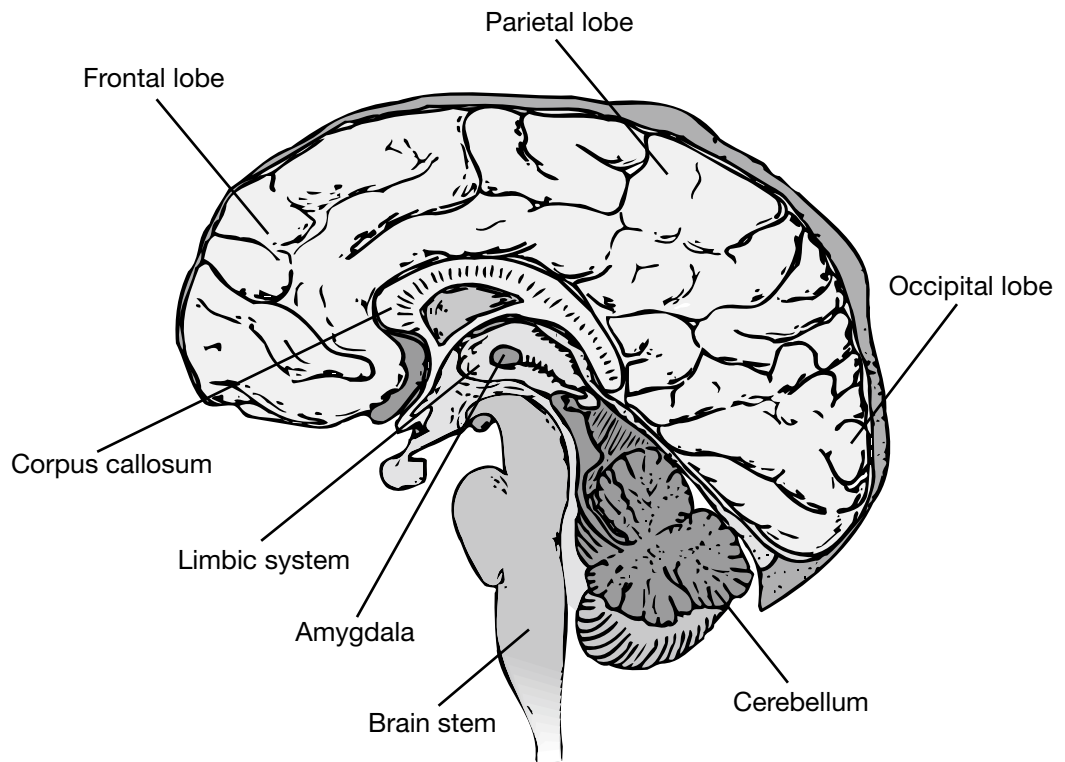
a group of structures located on top of the brain stem and underneath the corpus callosum

The limbic system controls emotions.

amygdala: *a structure in the limbic system about the same size and shape as an almond*

The amygdala is concerned with emotions.

Researchers have discovered that the brain's **limbic system**—more specifically the **amygdala**—controls emotions and motivations. The diagram that follows shows you the location of these structures in the brain.



Some people think of positive emotions as good and negative emotions as bad. Emotions by themselves, however, are neither good nor bad; they simply supply information. Your emotions motivate and guide you. Following are examples:

- The feeling of fear is a signal that you are in danger. When you are frightened, your body's natural *fight-or-flight* impulse is triggered. The limbic system in your brain signals your **adrenal glands** to release hormones that prepare your muscles and other body systems for action.
- Your emotions are important clues in decision making. You will feel happy and comfortable with decisions if they are consistent with your values. You will feel unhappy and uncomfortable with decisions if they are not in agreement with your values.

adrenal glands: *two glands—one on top of each kidney—that produce hormones*

Managing Emotions



All of us experience a wide range of emotions in our lives—both pleasant and unpleasant. You need to pay attention to your emotions—they are telling you something. If you are experiencing negative emotions too often, you need to figure out why. Is it because of an ongoing negative situation in your life that needs to be changed or is it because you are over-reacting?

Part of wellness is striving for balance in your life. This includes emotional balance. Emotional balance isn't about getting rid of negative emotions. Instead you want to learn how to experience them, cope with them, and keep them somewhat moderated. Or, in some cases, you want to learn how to seek help and change any negative or painful situation that may be causing negative emotions.

Following are three steps that can help you maintain emotional balance in your life:

Step 1: Identify the emotion you are experiencing. If you find it difficult to name the emotion, you may need to pay closer attention to your body. Your body has many ways to let you know that you are experiencing a feeling. Your facial expression, body language, and tone of voice often indicate your emotion. Also be aware of your body's physical reactions to emotion. For example, fear or anxiety may show up as a “knot” in your stomach or a “lump” in your throat.

Step 2: Understand the personal meaning of the emotion—the cause. A person, an event, or a memory could be triggering the emotion. Once you have identified the cause, ask yourself the following kinds of questions to determine why you are feeling this way:

- What is this emotion telling me?
- Why has this emotion come up right now?
- Does the intensity of my feelings match the situation?
- What judgments or conclusions have I made? Are they accurate?

People have different strategies for understanding their emotions. Some find it helpful to talk about their emotions with a friend. Others prefer to write about their feelings in a journal.

Step 3: Decide how to express your emotions appropriately. Remember that emotions are expressed in thoughts and actions, and you have options about how to express the emotions you experience. Following are some useful questions to consider when deciding how to respond to your feelings:

- What are my options for expressing my feelings?
- What are the risks and consequences of each option for me?
- What are the risks and consequences of each option for others?
- What result am I hoping for?
- What do I want to do?

Dealing with negative emotions in this way gives you more control. It teaches you to turn negative emotions into opportunities for growth.



View Segment 6: Emotional Balance on your Student Support CD. This segment will give you more tips on how to maintain emotional balance in your life.

1. What did you learn about emotional balance from the video segment?

Compare your answer with the Suggested Responses at the end of the lesson.

Two of the emotions people have the most difficulty managing are sadness and anger. You will discover strategies for handling sadness and anger in Section 2.

Handling Decisions and Problems

Everyday you make countless decisions. Many are minor decisions—for example, deciding what you will do for entertainment this weekend, what kind of sandwich you will eat for lunch today, or what you will wear to school tomorrow. Generally, these decisions will have little or no impact on your life, so you don't need to spend a lot of time dealing with them. However, some decisions you make are major decisions—for example, deciding what courses you will take in school, if you should quit school, or what you will say if someone offers you drugs. These decisions will have a large impact on your life and the lives of others, so you need to take them seriously. You need to spend more time, thought, and energy in making these decisions.





Following are some tips for making decisions and solving problems:

- **Take time to make important decisions.** Avoid making a decision in the heat of the moment. If you are upset, wait until you calm down and can think the problem through. Better still, try to anticipate when major decisions might have to be made and plan ahead so you will be prepared.
- **Identify and understand the problem.** You can't make a sound decision until you know exactly what you have to decide. Consider your goals, what you hope to accomplish, and what standards you will set for yourself.
- **Identify the options.** Brainstorm a list of alternatives. You can do this alone or with others. Remember that the best options aren't always apparent at first.
- **Study the options.** Get all the facts you can about each possible alternative. Identify the positive and negative points of each option.
- **Weigh the options.** Consider the suitability of each alternative. Ask yourself questions like these: What impact will each option have on me and people around me? What are the risks? What are the consequences? Does it agree with my beliefs about what is good, right, desirable, and worthwhile?
- **Make a decision.** Sometimes the right choice becomes clear to you when you weigh the options. If the decision is a difficult one, however, you may have to eliminate options and then choose the best one.
- **Act on your decision.** Sometimes following through on your decision is the hardest part of decision making.
- **Evaluate the decision.** Think about the outcome of your decision. Did you accomplish the results that you set out to achieve? Did you like the result? Would you make this type of decision again? Would a different decision have been better? Reviewing major decisions helps you learn from your experience.

A Plus-Minus-Interesting (P-M-I) chart like the one that follows can help you organize your thoughts about making a decision.

P-M-I Decision-making Chart

Question: *I have been offered the answers to the science midterm test. Should I take them?*

Choice 1
Take the answers.

Choice 2
Say "Thanks, but no thanks."

Plus	Minus
<ul style="list-style-type: none"> - <i>I could ace the midterm.</i> - <i>I would raise my average.</i> - <i>I wouldn't have to study as hard.</i> 	<ul style="list-style-type: none"> - <i>I might get caught.</i> - <i>I'll feel guilty.</i> - <i>I won't really know the material for the final exam.</i> - <i>It's wrong.</i>

Plus	Minus
<ul style="list-style-type: none"> - <i>I'll feel good about myself.</i> - <i>I'll be better prepared for the final exam.</i> 	<ul style="list-style-type: none"> - <i>I might not do as well on the test.</i> - <i>The friend who offered me the answers might be upset with me.</i>

Interesting
(Give reasons why)

- *A number of my friends have taken the answers to avoid studying.*
- *If I cheat once, it might be easier to cheat again.*

Interesting
(Give reasons why)

Ms. Johnson is my favourite teacher and I know her exam will be fair.

My Decision

I'll say "Thanks, but no thanks" and prove I can do just as well on the test by using my study strategies to help me prepare for it.



- Some people are more successful than others at making major decisions. With a partner or small group discuss some of the barriers to making responsible decisions.



Compare your answers with the Suggested Responses at the end of the lesson.

View Segment 7: A Decision-Making Model on your Student Support CD for more tips on effective decision making.

Coping with Peer Pressure

When someone gives you a compliment, what is your reaction? Does the compliment lift your spirits and make you feel good about yourself?

Everyone wants their actions, opinions, and feelings to be accepted and valued by others. This desire for belonging and acceptance makes you more susceptible to the influences of your peers—people who are your own age. This influence is commonly called **peer pressure**.

peer pressure: the influences that people of the same age have on each other

Peer pressure may be positive. If someone encourages you to do something constructive or discourages you from doing something wrong, that pressure is positive. Consider these two examples of positive peer pressure:

- Friends persuaded Zoya to join the school band. She was reluctant at first, but discovered she really liked playing the trumpet, and the experience was very satisfying and rewarding.

Peer pressure may be negative. If someone encourages you to do something destructive or discourages you from doing something that would be beneficial to you, that pressure is negative. Consider these two examples of negative peer pressure:

- Friends talked Jody into skipping class. Jody knew that cutting classes was wrong and she felt guilty about it. She was also disappointed that she missed hearing a guest speaker.
- Changez told his friend that he wanted to become a peer mediator at school. His friend thought the idea was stupid and asked Changez who he was trying to impress—his teachers or his parents? Changez was totally embarrassed and he dropped the idea.

People who use peer pressure to persuade friends to do something wrong or unwise usually know that they are abusing or exploiting the friendship. However, being able to influence others can make them feel powerful and in control. It is tough to resist peer pressure, but paying attention to your own feelings and beliefs about what is right and wrong can help you choose the appropriate thing to do.



Following are some tips on how to say no to negative peer pressure.

- Remember that you have a right to say no to anything you don't want. You don't need to give reasons.
- Be assertive. Say no convincingly. Use your voice, facial expressions, and gestures, so people know you mean it.
- Leave if the pressure is too great.



3. Role-play a peer pressure situation with a partner or small group.

Compare your answer with the Suggested Responses at the end of the lesson.



What can you do when you don't want to go along with the crowd? Following are suggestions from teens for ways to resist negative peer pressure.

- Stay away from situations that you know could be trouble. Like if you're asked to a party where you know there's going to be drugs, make other plans.
- Ask questions. When a person pressures you to do something you're not comfortable doing, ask all kinds of questions. Asking questions puts the other person on the defensive and puts you in control.
- Be assertive. Repeat yourself if you have to. Practise saying no in front of a mirror—make eye contact, say no like you mean it.
- Think about the consequences of giving in. For example, what could happen if I drink and drive?
- I find it's easier to resist peer pressure if I am with a friend who shares my values. We can back each other up.

- Don't fall for the old "everybody else is doing it" line. Think about it. There's no way everybody else is doing it, whatever the "it" is.
- Maybe it's time to find new friends. If the group you hang around with is always pressuring you do something you're not comfortable with, they're not really true friends. If they were, they'd respect your values.
- Don't pressure your buddies. You wouldn't want to be pressured into doing something you're not comfortable with so why would you pressure your friends?

Go to page 12 of Assignment Booklet 1A and respond to questions 9 and 10 of Section 1.

Looking Back; Looking Ahead

In this lesson you examined the emotional dimension of your life. You explored the following topics: understanding emotions, handling decisions and problems, coping with peer pressure, and managing your emotions. This is the last lesson in Section 1. You're almost halfway through Module 1!

Glossary

adrenal glands: two glands—one on top of each kidney—that produce hormones

amygdala: a structure in the limbic system about the same size and shape as an almond

The amygdala is concerned with emotions.

emotional intelligence: the ability to sense what's really going on in a situation, to assess people's thoughts and feelings accurately, to express empathy, and to respond appropriately

emotional maturity: the ability of a person to control his or her emotions rather than allowing them to be in control

peer pressure: the influences that people of the same age have on each other

limbic system: a group of structures located on top of the brain stem and underneath the corpus callosum

The limbic system controls emotions.

Suggested Responses

1. The video segment emphasizes having balance in your life. If your feelings overwhelm you, take a break and do something else to take your mind off the situation—go for a bike ride or listen to music. The segment suggests that the emotional and physical dimensions of your life are connected, so take time to eat and sleep. Schedule your time so you don't feel so stressed. Don't worry about the big issues that you can't control—things like terrorism and war. Talk out your troubles with others.
2. Answers will vary. Following are some possible barriers to making responsible decisions:
 - making impulsive decisions without thinking them through
 - procrastinating or avoiding decisions because of the fear of making a mistake
 - vacillating or half-heartedly committing to a course of action
 - making unwise decisions because of irrational ideas or false assumptions
 - making unwise decisions because of the influence of others
3. Did you use a firm tone of voice and a serious expression when you said “no”? Were you assertive and convincing?

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Section 1 Conclusion



This section dealt with the multidimensional nature of health and the importance of balancing those aspects of your health.

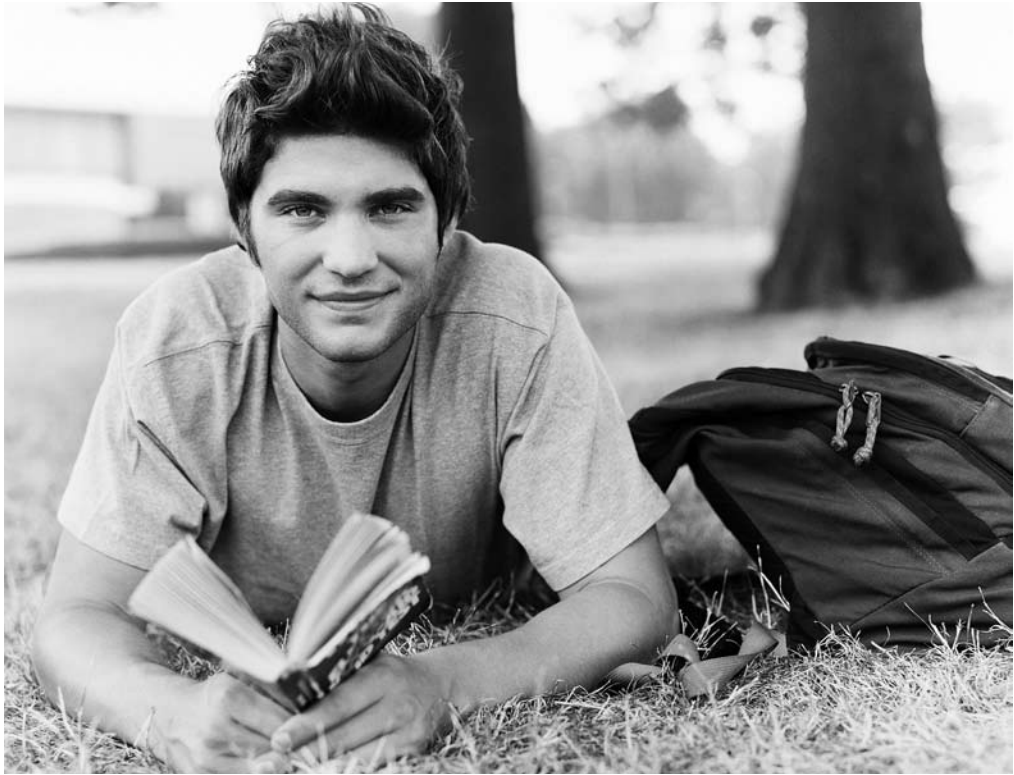
In Lesson 1 you examined the six dimensions of health—physical, emotional, spiritual, social, intellectual, and vocational. You discovered that these dimensions continuously interact and influence one another and that each dimension is equally important for personal health and well-being. You also considered some of the determinants of health and thought about healthy life management.

In Lesson 2 you examined how you view yourself. You discovered the power of a positive attitude to improve your life. In Lessons 3, 4, and 5 you took a more in-depth look at the social, intellectual, and emotional dimensions of your life. You considered some important life-management skills: developing relationships, goal setting, time management, decision making, dealing with peer pressure, and managing your emotions.

In the next section you will examine specific health-enhancing and health-risking choices. You will also learn more life-management skills, and you will prepare your own personal health action plan.

Section 2

Making Lifestyle Choices



In November 2004, Canadians participating in a nationwide contest on CBC television voted Tommy Douglas the Greatest Canadian of all time. Tommy Douglas is often referred to as Canada's *father of Medicare* because of his efforts to ensure Canadians had universal health care.

The choice of Tommy Douglas as the Greatest Canadian is an indicator of how much Canadians appreciate their health care system. However, not all Canadians are shouldering responsibility for optimal well-being. Many are risking their health by making poor lifestyle choices. Today, lifestyle-related diseases such as heart disease, strokes, and cancer are leading causes of death. The other leading cause of death is car collisions—many of which are drug and alcohol related.

In this section you will examine your lifestyle choices and determine if they are health-enhancing or health-risking. You will explore healthy food choices, active living, stress management, and drug use and abuse. You will discover how the choices you make affect your well-being.

Lesson 1: Healthy Food Choices



convenience foods:

packaged foods that can be prepared easily, such as canned soup, bottled spaghetti sauce, boxed hamburger casserole mixes, and frozen meals

fast foods:

restaurant or take-out foods that are served quickly, such as cheeseburgers, french fries, pizza, and milk shakes

junk foods:

snack foods that provide very few vitamins and minerals, such as carbonated beverages, imitation fruit drinks, potato chips, and chocolate bars

Do you have a busy schedule? Do you eat a lot of packaged or processed foods? Do you often rely on fast-food restaurants and vending machines for your meals?

If you frequently eat packaged foods or foods from take-out restaurants and vending machines, you may be eating a lot of **convenience foods**, **fast foods**, and **junk foods**.

Convenience foods, fast foods, and junk foods are often high in calories. They frequently have high levels of sugar, fat, and/or sodium (salt)—three food ingredients that are linked to diseases such as diabetes, coronary heart disease, and certain cancers.

Health professionals are especially worried about the rapid increase of a form of diabetes called adult-onset or Type 2 diabetes. This type of diabetes used to be a problem of later life, but it is now being seen more and more among obese children and teens. The word *diabesity*, which is a blend of *diabetes* and *obesity*, has been coined to describe the condition.

To eat healthfully you don't have to give up foods like pizza, ice cream, or macaroni and cheese. You just have to be careful about how much of them you eat and how often you eat them.

In this lesson you will examine two of the tools that you can use to help you make healthy food choices—*Eating Well with Canada's Food Guide* and food labels. You will discover some facts about serving sizes, calories, carbohydrates, fat, sodium (salt), and water. Then you will explore ways to make wiser food choices. You will also think about eating disorders.

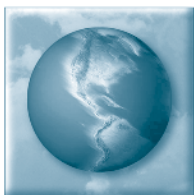
Canada's Food Guide

First published in 1942 by Health Canada, *Canada's Food Guide* has been revised many times over the years. In the revision process many factors were considered—the types of food available in Canada, what kinds of food Canadians buy, how their food is prepared, and lifestyle changes.



The 2007 revision, *Eating Well with Canada's Food Guide*, advises you to get the many nutrients your body needs by choosing a variety of foods from each of the following food groups:

- vegetables and fruits
- grain products (such as breads, cereals, rice, and pasta)
- milk and milk products (such as yogurt and cheese) or other calcium-rich foods (such as watercress, broccoli, figs, rhubarb, almonds and other nuts, tofu processed with calcium, and calcium-fortified orange juice)
- meat, poultry, fish, or other protein-rich foods (such as beans, nuts, seeds, eggs and soy products)



To review *Eating Well with Canada's Food Guide* in detail, visit the following website:

http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html

Food Labelling

You're probably aware that food manufacturers use labels to promote their products and to catch your attention. Did you know that food labels are required by law to list ingredients and provide nutrition information? Food labels are regulated by Health Canada. They contain three types of nutrition information:

- nutrition claims
- an ingredient list
- a nutrition fact table

Look at the label

Nutrition information on food labels...

- Helps you make informed food choices
- Helps you follow Canada's Food Guide to Healthy Eating
- Is required on most packaged foods
- Is based on Health Canada's regulations

Nutrition claims

There are two types of nutrition claims:

- 1) Nutrient content claims** tell you about one nutrient such as sodium, fat or sugar.
- 2) Health claims** tell you how your diet can affect your health.

Nutrition Facts table

The Nutrition Facts table provides you with information on the Calories and 13 nutrients for the serving size shown.

Nutrition Facts	
Per 1/2 cup (125 mL)	
Amount	% Daily Value
Calories 70	
Fat 0 g	0 %
Saturated 0 g	0 %
+ Trans 0 g	0 %
Cholesterol 0 mg	
Sodium 5 mg	0 %
Carbohydrate 17 g	6 %
Fibre 3 g	12 %
Sugars 14 g	
Protein 0 g	
Vitamin A 0 %	Vitamin C 4 %
Calcium 0 %	Iron 4 %

Ingredient list

The ingredient list tells you what ingredients are in a packaged food.

Healthy Eating is in Store for You
Faites provision de saine alimentation

Labelling on food helps you make healthy and informed choices about the food you buy and eat. You'll learn more about food labels as you work through this lesson.

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Facts About Serving Sizes



Do you know that a hamburger in the 1950s usually consisted of one 45 gram patty? Today's hamburgers are generally much bigger.

Some restaurants have patties weighing 113 grams (for example, McDonald's Quarterpounder) or even 300 grams (for example, Hardee's Double Thickburger)!

Over the years the serving sizes in many restaurants have increased.

As a result of these super-sized restaurant portions, many individuals today have a false perception of what constitutes an actual serving size.

What Is a Serving Size?

How do you know what a serving size should be? The amount of food you need each day depends on many things—your age, gender, body size, and activity level. You can use *Eating Well with Canada's Food Guide* to discover the recommended serving size of the foods you eat. Go to the chart titled "What is One Food Guide Serving?" to look at examples of serving sizes.

For packaged foods, you will find serving-size information on the food labels. Examine the nutrition facts label on the right. It gives nutrition information for a 227-gram bag of potato chips. Notice that a serving size is 28 grams. (This means that one 227-gram bag contains approximately 8 servings.)

Nutrition Facts

Serving Size 1 oz (28g)

Amount Per Serving

Calories 151 Calories from Fat 86

% Daily Value*

Total Fat 10g 15%

Saturated Fat 2g 8%

Cholesterol 0mg 0%

Sodium 168mg 7%

Total Carbohydrate 15g 5%

Dietary Fibre 1g 5%

Sugars

Protein 2g

Vitamin A 0% • Vitamin C 15%

Calcium 1% • Iron 3%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

1. Approximately how many potato chips make a serving size? Use a kitchen scale to find out.

Compare your answer with the Suggested Responses at the end of the lesson.

Were you surprised at the serving size? Without a food scale, most people seriously underestimate portion sizes. However, if you use a food scale at home, you will soon be able to visualize a portion size, and you will be able to make much more accurate estimations when you are eating out.



Facts About Calories

Your body needs food for energy, growth, and repair. Your body's preferred fuel is carbohydrates, but proteins and fats can be converted into energy too. Food energy is often measured in *calories*, a non-metric unit of measurement that is still commonly used in Canada. The metric unit used to measure food energy is a *kilojoule*.



The number of calories you need depends on several factors—genetic predisposition, body build, gender, age, metabolism, environment, and the amount of regular physical activity you do. Your energy requirements can also differ from one day to the next and as you grow older.

If people regularly eat more calories than their bodies need, the excess will be stored as body fat. Rates of obesity in Canada have risen dramatically over the past 20 years. According to Health Canada, obesity is a risk factor for hypertension, heart disease, Type 2 diabetes, and respiratory illnesses. Because of a growing concern about obesity, calories are listed in the Nutrition Facts on food labels.

2. Consider the calories and the nutrients in each of the following drinks. Which drink is the healthier choice? Why?

Orange Juice

Nutrition Facts	
Serving Size 1 order (284g)	
Amount Per Serving	
Calories 140	Calories from Fat 0
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 25mg	1%
Total Carbohydrate 33g	11%
Dietary Fibre 0g	0%
Sugars 30g	
Protein 0g	
Vitamin A 0%	Vitamin C 70%
Calcium 2%	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Carbonated Beverage

Nutrition Facts	
Serving Size 1 kids order (282g)	
Amount Per Serving	
Calories 117	Calories from Fat 0
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 30g	10%
Dietary Fibre 0g	0%
Sugars 30g	
Protein 0g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Compare your answer with the Suggested Responses at the end of the lesson.

Facts About Carbohydrates



Did you know that carbohydrates get their name from their chemical structure? They are composed of carbon, oxygen, and hydrogen. Carbohydrates are important in your diet because they are your body's main source of fuel for energy. Carbohydrates also help your body use protein and fat efficiently.

Carbohydrates come in a variety of forms. The most common are sugars and starches. Sugars are found naturally in a wide variety of foods. Examples include fructose (found in fruits), maltose (found in grain products), and lactose (found in milk). Starches are found in vegetables such as potatoes and corn; legumes such as beans, peas, and lentils; and grain products such as rice, pasta, and bread.

Dietary fibre is an important consideration when choosing carbohydrates. High-fibre foods, such as whole grains, legumes, and raw vegetables and fruits, are metabolized more slowly. Slowing the digestion process helps stabilize your blood sugar, keeps your energy at an even level, and helps you feel satisfied longer after your meal. In contrast, refined sugars and starches are rapidly digested. Speeding up the digestion process can cause wide swings in your blood-sugar levels, alter your mood, and lead to cravings and compulsive eating.

Try eating brown rice instead of white rice. Try switching from white bread to whole grain bread. These choices will do wonders for controlling your blood sugar level, and the extra fibre in these foods will expand in your stomach, so you will feel full faster and longer after eating these products.

Do you enjoy desserts and sweet snacks and drinks? Sugar improves the flavour, appearance, and texture of many foods. However, be careful you are not consuming large amounts of sugar in your diet, especially those sugar-filled foods and drinks that have few other nutrients.



*empty calories:
calories
obtained from
foods with no
nutrients*

Refined sugars and syrups are mainly **empty calories**. High consumption of sugar may contribute to weight gain and lead to diabetes, cardiovascular disease, and certain types of cancer.

Currently, the average North American is consuming more than 20 teaspoons of sugar a day. How much sugar would you say that you are consuming?

One way to determine the amount of sugar you are eating is to read food labels. You may be surprised to discover how many packaged foods have sugar. For example, did you know that barbecue sauce and ketchup often have added sugar?



Following are specific words for sugar to watch for on the ingredient list: liquid sugar, invert sugar, syrup, honey, molasses, dextrin, fructose, sucrose, maltose, lactose, and dextrose. If one of these words is given as the first two or three ingredients in an ingredient list, you know that sugar is a main ingredient.

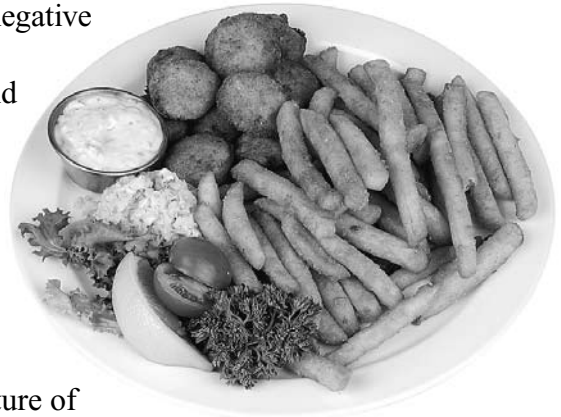
To visualize the amount of sugar in packaged food items, it may be helpful to determine how many teaspoons of sugar are in one serving. To do this, check the nutrition label and divide the number of grams of sugar by four.

3. The average can of regular pop contains about 40 grams of refined sugars. How many teaspoons of sugar are in the can of pop?
4. Look at the labels of at least five packaged foods and drinks in your home. Which of the food items are high in sugar? Are these products mainly empty calories or do they have important nutrients?

Compare your answers with the Suggested Responses at the end of the lesson.

Facts About Fat

You have likely seen news reports of the negative effects of dietary fat. A diet high in fat is unhealthy and can lead to heart disease and circulatory problems. You do, however, need some fat in your diet. Fat provides energy for your muscles and for the brain to use. Fat also helps your body absorb fat-soluble vitamins A, D, E, and K. Essential fatty acids benefit your heart, metabolism, and immune system. Fat also improves the flavour, appearance, and texture of many foods.



saturated fat:

a type of fat that is found naturally in red meat, whole milk, butter, cheese, coconuts, coconut milk, and coconut oil

trans fat:

a type of fat that is made from liquid vegetable oil using a chemical process called partial hydrogenation

cholesterol:

a fat-like substance produced in the body and found in foods such as dairy products, egg yolks, and organ meats (such as liver)

Health Canada has made the following recommendations about dietary fat:

- Canadians should reduce their total consumption of fat. The calories from fat should be 20% to 30% of all foods eaten over the day.
- No more than 10% of the calories should be from **saturated fat**. Saturated fat—the type of fat found in red meat, whole milk, butter, cheese, coconuts, coconut milk, and coconut oil—is considered to be *bad fat* because it increases the risk of heart disease or Type 2 diabetes.
- People should avoid eating **trans fat**. Trans fat is made from liquid vegetable oil using a chemical process called *partial hydrogenation*. When trans fat was first manufactured, it was seen as a healthier alternative to saturated fat; however, numerous studies now conclude that trans fat is actually worse than saturated fat.

Cholesterol is a substance closely linked to fat. Cholesterol helps the body make some hormones, cell membranes, and bile salts used to digest foods. Too much cholesterol, however, causes fat to build up on the artery walls, and this can lead to heart attacks and strokes. If you are concerned about your cholesterol level, decrease the amount of fat—especially saturated fat and trans fat—in your diet. The following chart contains words that will help you identify *bad fats* in the ingredient list of packaged food.

Saturated Fat	tallow, lard, suet, beef fat, chicken fat, bacon fat, butter, powdered whole milk solids, coconut or coconut oil, cocoa butter, palm or palm kernel oil, hydrogenated fats and oils
Trans Fat	partially hydrogenated fats and oils

The Nutrition Facts table on a food label gives the total amount of fat per serving as well as the amount of saturated fat, trans fat, and cholesterol per serving.



5. With a partner or small group, brainstorm some healthier foods you can choose to reduce the total amount of fat in your diet.
6. Compare the fat content in the following fast food breakfast alternatives.
 - a. Which is higher in fat?
 - b. Which is higher in cholesterol?

Sausage Burrito

Nutrition Facts	
Serving Size 1 order (113g)	
Amount Per Serving	
Calories 290	Calories from Fat 150
% Daily Value*	
Total Fat 16g	25%
Saturated Fat 6g	30%
Cholesterol 170mg	57%
Sodium 680mg	28%
Total Carbohydrate 24g	8%
Dietary Fibre 2g	8%
Sugars 2g	
Protein 13g	
Vitamin A 10%	Vitamin C 20%
Calcium 15%	Iron 15%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Sausage Biscuit

Nutrition Facts	
Serving Size 1 order (112g)	
Amount Per Serving	
Calories 410	Calories from Fat 250
% Daily Value*	
Total Fat 28g	43%
Saturated Fat 8g	40%
Cholesterol 35mg	12%
Sodium 930mg	39%
Total Carbohydrate 30g	10%
Dietary Fibre 1g	4%
Sugars 2g	
Protein 10g	
Vitamin A 0%	Vitamin C 0%
Calcium 4%	Iron 15%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

7. Consider the fat and cholesterol in each of the following fast food products. Which food is the better choice? Why?

Bacon Cheeseburger

Nutrition Facts	
Serving Size 1 order (333g)	
Amount Per Serving	
Calories 910	Calories from Fat 570
% Daily Value*	
Total Fat 63g	97%
Saturated Fat 24g	120%
Cholesterol 115mg	38%
Sodium 1490mg	62%
Total Carbohydrate 50g	17%
Dietary Fibre 3g	12%
Sugars 11g	
Protein 33g	
Vitamin A 6%	Vitamin C 15%
Calcium 20%	Iron 25%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Charbroiled Chicken Burger

Nutrition Facts	
Serving Size 1 order (293g)	
Amount Per Serving	
Calories 590	Calories from Fat 230
% Daily Value*	
Total Fat 26g	40%
Saturated Fat 7g	35%
Cholesterol 80mg	27%
Sodium 1180mg	49%
Total Carbohydrate 53g	18%
Dietary Fibre 4g	16%
Sugars 11g	
Protein 36g	
Vitamin A 4%	Vitamin C 20%
Calcium 10%	Iron 20%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

8. To visualize the amount of fat in packaged food items, it may be helpful to determine how many teaspoons of fat are in one serving. To do this, check the nutrition label for the total amount of fat. Then divide the number of grams of fat by four.
- Calculate the number of teaspoons of fat in the charbroiled chicken burger in question 5.
 - Calculate the number of teaspoons of fat in the bacon cheeseburger in question 5.
9. Once again, look at the labels of a few packaged foods and drinks in your home. Which of the items are high in fat—especially saturated fat and trans fat?



Compare your answers with the Suggested Responses at the end of the lesson.

Facts About Sodium

Sodium, which is commonly referred to as salt, is a mineral that is found naturally in foods. It is the major part of table salt. Some sodium is needed for the body's water balance. Too much salt, however, causes thirst, fluid gain, and contributes to high blood pressure.

The majority of the salt you eat probably comes from processed food, such as candy bars, breakfast cereals, and canned vegetables and soups. Following are specific words for sodium to watch for on the ingredient list:

- salt
- garlic salt
- onion salt
- celery salt
- brine
- soy sauce
- sodium
- monosodium glutamate
- baking powder
- baking soda
- disodium phosphate
- sodium bisulfate
- sodium alginate
- benzoate
- sodium hydroxide
- sodium propionate

10. The nutrition facts label on the right is for a bowl of vegetable soup served in a fast-food restaurant.

- a. What are some positive aspects of this lunch choice?
- b. What are some negative aspects of this lunch choice?

11. Look at the labels of a few different packaged foods and drinks in your home. Which of these items are high in sodium?

12. With a partner or small group, brainstorm some healthier foods you can choose to reduce the total amount of salt in your diet.



Nutrition Facts	
Serving Size 1 cup (240g)	
Amount Per Serving	
Calories 90	Calories from Fat 15
% Daily Value*	
Total Fat 2g	2%
Saturated Fat 1g	3%
Cholesterol 10mg	3%
Sodium 1340mg	56%
Total Carbohydrate 14g	5%
Dietary Fibre 2g	8%
Sugars 4g	
Protein 5g	
Vitamin A 40%	• Vitamin C 6%
Calcium 2%	• Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Compare your answers with the Suggested Responses at the end of the lesson.

Facts about Water

How many glasses of water do you drink in a day? Water is essential to your body chemistry. It is vital to every body function. Water is such an important nutrient that a person cannot survive long without it. Your body gets water from the foods you eat, the liquids you drink, and even from some of the chemical reactions that take place in your body. It is important, however, to take in plain water as well so your body can function properly.

hydrate: to restore or maintain fluid balance

You need to drink plenty of water to **hydrate** your body, especially on a hot day or when you are exercising. Lack of water—dehydration—can make you feel weak. Many people mistake thirst for hunger. The next time you think you want some junk food, drink a glass of water instead. Chances are that's what your body really wants.



Drink milk and fruit juices in moderation. While they are a good source of vitamins, minerals, and antioxidants that promote health; they can contribute significant amounts of calories if large quantities are consumed. Limit your consumption of pop and fruit drinks; they have no nutritional value, and often have a lot of calories.

diuretics: any substances or drugs that tend to increase the production of urine

Some foods and beverages are **diuretics**. Instead of hydrating your body, they actually cause the body to dehydrate. Beverages that contain **caffeine** are diuretics. Coffee, tea, and colas are examples of caffeinated beverages. Caffeinated beverages make it harder for your body to stay hydrated. As well, consuming several caffeinated beverages a day can lead to difficulty in concentrating as well as insomnia and anxiety. If people regularly consume caffeine and then stop, they may experience the effects of withdrawal such as headaches and tiredness. Consuming several caffeinated beverages a day also increases the risk of osteoporosis because caffeine inhibits the absorption of calcium into the bones.

caffeine: an organic compound, considered to be a drug, found in beverages such as coffee or tea and is responsible for their stimulant effects

13. Currently, food labels do not provide consumers with information on the amount of caffeine found in a product. Should information on caffeine be added to food labels? Why or why not?

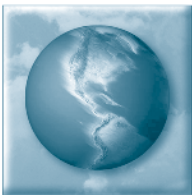
Compare your answer with the Suggested Responses at the end of the lesson.

Wise Food Choices



Healthy eating at a fast food restaurant is possible. Many fast food restaurants offer healthy alternatives to high calorie meals that are laden with fat, sugar, or sodium. Following are some tips to help you make wiser choices.

- Watch your portion sizes. Don't order super-sized portions.
- Choose grilled or broiled foods instead of fried foods. Many restaurants offer grilled chicken either in a salad or as a sandwich.
- Skip the sauces, cheese, and bacon on your burger. Instead choose lettuce, tomato, and onion.
- Instead of french fries, order a salad. However, ask for the dressing on the side and use it sparingly. If possible select low-fat dressing.
- Instead of french fries, order a baked potato but don't load it with sour cream, butter, or cheese.
- If you choose pizza, opt for hand-tossed or thin-crust pizza and eat only one or two slices.



For nutrition facts on fast foods, go to the following websites. Check out the food offered by some of these restaurants: Taco Bell, KFC, McDonald's, Pizza Hut, or Subway.

- <http://www.nutritiondata.com/>
- <http://www.foodfacts.info/>

14. Select a food that you have eaten from one of the restaurants listed and check out its nutritional value. If you have not eaten recently at one of these restaurants, choose a food that you would like to eat or choose another restaurant whose nutritional information you can access. What did you learn about fast-food choices?

Compare your answer with the Suggested Responses at the end of the lesson.

Eating Disorders

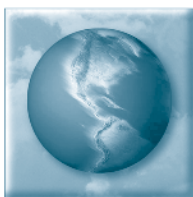
Body image is a key issue connected with food choices that people, particularly teens, make. Some people have an unhealthy relationship with food. They constantly worry about their weight and think about what they are or aren't going to eat.

Sometimes eating disorders develop from obsessive attitudes about food and body image. These eating disorders include the following:



- **Compulsive overeating.** People with compulsive overeating disorder, also called *binge eating disorder*, lose control over their eating and eat large amounts of food. Compulsive overeaters become obese and may suffer from obesity-related diseases such as diabetes, coronary heart disease, and certain types of cancer.
- **Anorexia nervosa.** People with anorexia have an intense fear of becoming obese and have a distorted image of their bodies. They feel compelled to diet and exercise excessively. Some also abuse diuretics, laxatives, and appetite suppressants. This behaviour can lead to emaciation, failing physical and psychological health, and sometimes death.
- **Bulimia nervosa.** People with bulimia periodically go on binges and eat large amounts of food. Afterward bulimics purge—ridding their bodies of calories by vomiting, using diuretics and laxatives, or taking enemas. This bingeing and purging can result in imbalances in electrolytes, inflammation of the esophagus, problems with teeth and gums, other physical ailments, and sometimes death.

Anorexia and bulimia are eating disorders that mask as dieting. People who focus on thinness by denying themselves food or using laxatives to the point where they starve can do permanent damage to their bodies. Eating disorders are not about food issues. They are related to other issues in the sufferers' lives. For more information on eating disorders visit the National Eating Disorder Information Centre's website:



<http://www.nedic.ca/>

15. What are some of the signs that a person has an eating disorder?

Compare your answer with the Suggested Responses at the end of the lesson.

Go to page 1 of Assignment Booklet 1B and respond to questions 1 and 2 of Section 2.

Looking Back; Looking Ahead

In this lesson you explored one determinant of your personal wellness—healthy food choices. You examined tools you can use to help you make healthy food choices—Canada’s Food Guide and food labels. You discovered some facts about serving sizes, calories, sugar, fat, and sodium (salt); explored ways to make wiser food choices; and thought about eating disorders. In the next lesson you will examine another determinant of your personal wellness—active living.

Glossary

caffeine: an organic compound, considered to be a drug, found in beverages such as coffee or tea and is responsible for their stimulant effects

cholesterol: a fat-like substance produced in the body and found in foods such as dairy products, egg yolks, and organ meats (such as liver)

diuretics: any substances or drugs that tend to increase the production of urine

empty calories: calories obtained from foods with no nutrients

hydrate: to restore or maintain fluid balance

saturated fat: a type of fat that is found naturally in red meat, whole milk, butter, cheese, coconuts, coconut milk, and coconut oil

trans fat: a type of fat that is made from liquid vegetable oil using a chemical process called *partial hydrogenation*

Suggested Responses

1. Because the size of chips is not uniform, answers will vary. A serving size could be anywhere from 25 to 35 chips. Visualizing serving sizes can be tricky. The following “hand” equivalents may help you.
 - a thumb = 25g (2 thumbs = 50g, 1 serving of cheese)
 - a thumb tip = 5ml (1tsp)
 - a palm = 1 serving of meat, fish, or poultry
 - a fist = 250ml (1 cup)
2. The orange juice is a healthier choice than the carbonated beverage. Although the orange juice has slightly more calories, it has two important nutrients—Vitamin C and calcium. The carbonated beverage has no important nutrients.

3. The average can of pop has about 10 teaspoons of sugar.
4. Following is what one student discovered when he read the labels of some packaged foods in his home.

	Sugar	Fats	Sodium	Carbohydrates
Instant oatmeal, 36 g	13 g (3.25tsp) 36%	2%	10%	9%
Granola bars, per 45 g	12 g (3tsp) 26%	33%	1%	10%
Orange juice, 250 ml	28 g (7tsp)	0%	10 mg	10%
Instant noodles, per 65 g	1 g (.25tsp) 1.5%	37%	65%	12%
Tostitos, per 50 g	2 g (.50tsp) 4%	10%	14%	11%

He discovered that most of the foods he looked at provided small amounts of protein. He was surprised by the amount of sugar in the instant oatmeal and the granola bars—two items that are usually considered healthy choices.

5. Answers will vary. Following are the results of one group’s brainstorming,
 - Choose broiled, baked, or poached foods rather than fried foods.
 - Choose fish, chicken, turkey, and leaner cuts of beef.
 - Avoid (or choose less often) luncheon meats, wieners, sausage, duck, or goose.
 - Choose tuna packed in water or broth instead of oil.
 - Choose lower-fat dairy products—2%, 1%, or skim milk instead of whole milk.
 - Choose light or low-fat mayonnaise and salad dressings.
 - Choose ice milk, fruit sorbets, or frozen yogurt instead of ice cream.
6.
 - a. The sausage biscuit is higher in fat.
 - b. The sausage burrito is higher in cholesterol.
7. The charbroiled chicken burger is the healthier choice. It has less fat and less cholesterol.
8.
 - a. The charbroiled chicken has 6.5 teaspoons of fat.
 - b. The bacon cheeseburger has about 15.75 teaspoons of fat.
9. Answers will vary. See the chart in the response for question 4.
10. Some positive aspects of choosing the vegetable beef soup are that it is fairly low in calories, fat, and sugar. The main negative aspect of this food choice is that it is very high in sodium (salt).
11. Answers will vary. Again, see the chart in the response for question 4.

12. Answers will vary. Following are the results of one group’s brainstorming.
- Use the salt shaker sparingly.
 - Choose condiments that are not high in sodium.
 - Cook from scratch. Reduce the amount of processed foods you eat.
 - Choose fresh or frozen vegetables more often than canned vegetables.
 - Limit your high-sodium snacks. Instead, snack on fresh fruits and vegetables.
 - Choose fresh or frozen fish, poultry, and meat more often than canned or processed forms.
13. Adding caffeine information to food labels would help consumers make healthier food choices. Caffeine content can vary widely from brand to brand, and currently consumers have no way of knowing how much caffeine they are consuming.
14. Answers will vary. Did you discover some healthy alternatives to high calorie foods at the restaurant you researched? Hopefully, the information you discovered will help you make wise food choices.
15. Unusual eating habits—skipping meals; greatly cutting back on the amount of food taken at meal time; cutting food into very small pieces and moving it around on the plate; eating the same thing every day; getting into conflicts with friends or family about food choices and amounts—may be a sign of an eating disorder. Others include
- hiding food
 - lying about eating habits
 - noticeable weight loss/gain
 - preoccupation with food or weight
 - excessive exercise
 - bathroom visits after meals
 - abuse of laxatives, diuretics, or appetite suppressants
 - tooth decay (from stomach acids as a result of purging by vomiting)

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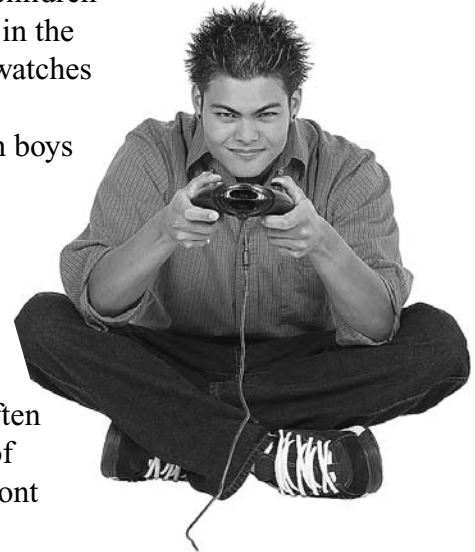
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Lesson 2: Active Living Choices

Do you know that the amount of time Canadian children spend playing video games is among the highest in the world? Do you know that the average Canadian watches almost 22 hours of TV per week? A recent study concluded that more than 50 percent of Canadian boys and 72 percent of Canadian girls are not active enough for optimal growth and development.



Children are born with a natural inclination to be active. As preschoolers, they have boundless energy and love to run, jump, and climb.

However, in our society as children grow, they often become **sedentary**. They spend more and more of their day sitting—in a car, behind a desk, or in front of a computer or television.

sedentary:
inactive, not
moving around
much

Being active has many health benefits—not only in the physical dimension of your life. Studies have shown that regular exercise improves ratings of positive emotional and social well-being. In this lesson you will explore how fitness and exercise are health-enhancing choices. You will also discover that when carried too far exercise becomes a health risk.



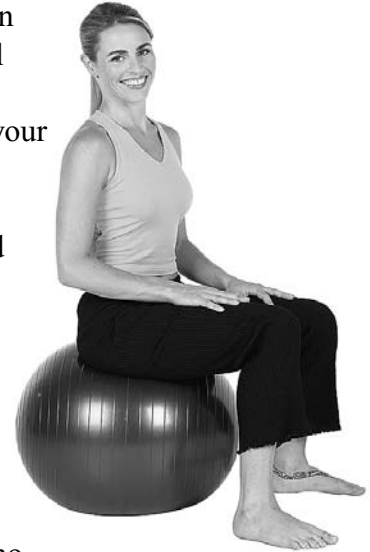
You know that physical exercise keeps your body in shape. Did you know that physical exercise also keeps your mind sharp? New studies indicate that exercise stimulates new cell growth in the brain and increases mental abilities by 20% to 30%.

Do you spend a lot of time playing video games, working at a computer, watching television, or studying? Are you a sports enthusiast who enjoys organized sports activities? Are you keen on other athletic activities such as martial arts, gymnastics, dancing, or yoga? Would you rate yourself as physically active or inactive?

Choosing to be Active

If you have been inactive, try finding ways to be more active at home, school, or work. Following are some ways to add activity to your lifestyle:

- Make the time in front of the TV more active. Sit on a fitness ball and exercise your back and abdominal muscles. Stand up during ads and do some simple stretches. Or walk on a treadmill while you watch your favourite show.
- Walk or cycle to your friends' houses, the mall, and school.
- Get off the bus before your destination and walk the last couple of blocks.
- Take the stairs instead of the elevator.
- Put on some music and dance around. Dance as if no one is watching.
- Use a basket instead of a cart to carry your groceries if buying just a few things.
- Get a part-time job that requires some physical activity. For example, you can deliver newspapers, mow lawns, shovel snow, or walk dogs.
- Select physical education as one of your course options at school.
- Join a sports team or take part in an intramural activity.
- Get involved in a leisure activity such as bowling, swimming, hiking, dancing, curling, or golfing.





- **Aerobic activities.** Aerobic activities, also called *endurance activities*, are those that increase your heart rate and breathing for an extended period of time. Examples include walking, jogging, swimming, cycling, dancing, playing tennis, climbing stairs, and mowing lawns. These activities help your respiratory and circulatory systems stay healthy. They also give you more energy.
- **Flexibility activities.** Flexibility activities are those that make you reach, bend, and stretch all your muscle groups. Examples include golfing, bowling, curling, yoga, T'ai Chi, raking leaves, and vacuuming. These activities help you to move more easily. They keep your muscles relaxed and your joints mobile.
- **Strength training activities.** Strength training activities are those that make you work your muscles against some kind of resistance. Examples include lifting and carrying groceries, climbing stairs, and wearing a backpack while hiking. Exercises like abdominal curls and push-ups are other examples. Strength training activities help your muscles and bones stay strong, improve your posture, and help prevent diseases like osteoporosis.



1. With a partner or small group discuss the types of physical activity each of you currently does. Brainstorm ways you can become more physically active.
2. Which of the physical activities that you listed are endurance activities? Which are flexibility activities? Which are strength activities?
3. Which of the activities that you listed will be easiest to include as part of your daily routine? Which ones will be most enjoyable to you?
4. Many organizations, facilities, and health professionals in your community focus on fitness and exercise. Identify some of the sources of information and health support that are available to you within your local community.

Compare your answers with the Suggested Responses at the end of the lesson.

The amount of time you spend on physical activity depends on the intensity level of the activity. Canada's *Physical Activity Guide to Healthy Living* makes the following recommendations:

- For light effort activities, spend 60 minutes per day
- For moderate effort activities, spend 30 to 60 minutes per day.
- For vigorous effort activities, spend 20 to 30 minutes per day.

You can gauge the intensity level by paying attention to how warm you feel and the rate and depth of your breathing.

- When you are engaged in light effort activities, you begin to feel warm and your breathing rate and depth increases slightly.
- When you are engaged in moderate effort activities, you feel warmer and your breathing rate and depth increases significantly.
- When you are engaged in vigorous effort activities, you feel very warm, and you are more out of breath but you can still talk.

When Exercise Becomes Too Much of a Good Thing

Most active individuals exercise regularly because of the health and fitness benefits or the pleasure exercise gives. However, some take exercise too far. They force themselves to exercise, even if they don't feel well. They are upset if they miss a workout. They put workouts ahead of friends, homework, and other responsibilities.



compulsive exercise disorder: a disorder in which an individual feels compelled to exercise, and struggles with guilt and anxiety if he or she does not work out

Experts say that repeatedly exercising beyond the requirements for good health may be signs of **compulsive exercise disorder**. These individuals often define their self-worth through their athletic performance. People with compulsive exercise disorder frequently also have an eating disorder such as anorexia nervosa. These individuals often have distorted body images: they see themselves as too fat. They base the amount they exercise on how much they eat. They worry that they'll gain weight if they skip exercising for a day. They may eat a very restrictive diet in addition to their compulsive exercise. People with bulimia nervosa may use exercise (in addition to purging) as a way to compensate for their binge eating.

muscle dysmorphia: a disorder in which an individual becomes obsessed that he or she is not muscular enough

anabolic steroids: human-made substances that increase muscle mass and muscle strength but have unhealthy, even dangerous, side effects

Some people who exercise excessively have a disorder called **muscle dysmorphia**. They have distorted body images: they see themselves as too thin or underdeveloped. Weight lifting and bodybuilding become the focus of their lives. In addition, they may eat a high protein diet and take potentially dangerous dietary supplements.

Some bodybuilders use **anabolic steroids** (commonly called *steroids*, *roids*, *juice*, *gym candy*, *pumpers*, or *stackers*) to increase their muscle development. Abusing steroids can have many undesirable consequences and risks. For example, users may experience hair loss and complexion problems. Steroids can cause hormone imbalances; as a result, males may develop breasts, and females may grow facial hair. Steroids can cause liver tumours and heart problems. Steroids may also affect the emotions of users and make them aggressive, angry, or even violent.



5. The media today is filled with images of the ideal body—thin and willowy for women; strong and muscular for men. How might these images contribute to compulsive exercise disorder?
6. What are some of the symptoms of compulsive exercise disorder?
7. If you suspect one of your friends has this disorder, what can you do to help?
- 8 Steroids have very serious psychological and physical side effects. In recent years more and more teenagers are taking these dangerous drugs to build leaner bodies. In a recent study, about 83 000 young Canadians—mostly young men between 11 and 18 years of age—reported using steroids at least once.

With a partner or small group, discuss why so many young people consume these potentially dangerous products.

Compare your answers with the Suggested Responses at the end of the lesson.

For tips on maintaining your physical health, view Segment 8: Health Maintenance on your Student Support CD.

Go to page 6 of Assignment Booklet 1B and respond to question 3 of Section 2.



Looking Back; Looking Ahead

In this lesson you have been reflecting on active living. You explored how fitness and exercise are health-enhancing choices. You also discovered that when carried too far exercise becomes a health risk. You learned about the dangers of abusing anabolic steroids. In the next lesson you will explore stress—both negative and positive—and ways to manage stress.

Glossary

anabolic steroids: human-made substances that increase muscle mass and muscle strength but have unhealthy, even dangerous, side effects

muscle dysmorphia: a disorder in which an individual becomes obsessed that he or she is not muscular enough

compulsive exercise disorder: a disorder in which an individual feels compelled to exercise and struggles with guilt and anxiety if he or she does not work out

sedentary: inactive, not moving around much

Suggested Responses

- Answers will vary with respect to the physical activities you currently do and how you can increase your activity level. You may be active in sports or games such as rollerblading, golfing, or weight lifting. You may mow the lawn or clean your room. You might increase your level of physical activity by joining a sports team, taking stairs instead of escalators or elevators, walking or biking instead of driving, or exercising with a friend. You can become more physically active by using a push mower instead of a ride-on mower, washing the car by hand instead of using the car wash, or raking leaves instead of using a leaf blower.
- Answers will vary depending on the activities you listed in question 1. Some activities may fall in more than one category.
 - endurance activities:** rollerblading and mowing the lawn
 - flexibility activities:** golfing, cleaning your room, and raking leaves
 - strength activities:** weightlifting and climbing stairs
- Answers will depend on your individual schedule and your particular likes and dislikes. It may be easier for you to exercise in the morning than in the afternoon or vice-versa. You might like to visit a gym or you might prefer to incorporate exercise into your regular routine—such as walking or gardening.

4. You may have identified organizations such as Alberta Health and Wellness, your regional health authority, the Heart and Stroke foundation, the Canadian Diabetes foundation, universities, schools, gyms, or some food stores.
5. Media images of people with bodies that are supposedly ideal may give viewers unrealistic expectations of what they should look like, and such images may contribute to compulsive exercise disorder. Viewers do not always appreciate that only a very few people naturally have bodies like those shown in the media. In fact, many of the media images have been enhanced digitally, so even the models themselves don't look this way.
6. People with compulsive exercise disorder often exercise several hours every day. They feel guilty and anxious when they do not exercise. They may feel compelled to exercise after eating.
7. If you suspect that one of your friends has compulsive exercise disorder, you might rely on the CLUES method:
 - Connect with the person.
 - Listen to him or her.
 - Understand what the person is going through.
 - Express concern.
 - Seek help from a responsible adult, agency, crisis centre, or hotline.
8. Following are some reasons that teens—especially males—may use steroids:
 - to make a sports team
 - to compete with others who are using steroids
 - to become more popular and attractive
 - because of peer pressure
 - because of poor self-image

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Lesson 3: Stress Management



Jennifer has an important test to take today, and her mother offers to drive her to school. On the way they get stuck in traffic. Jennifer wants to do well on the test, and she worries she will be late. The longer they sit in traffic, the more agitated she becomes. Her heart pounds and she begins to sweat. By the time she arrives at school her neck is sore, her hands are clammy, and she has a headache. Jennifer is experiencing **stress**.

stress: a state of strain and tension

stressor: any life event or life change that may cause stress

The traffic problems Jennifer experienced and her worries about being late for the test are called **stressors**. They triggered her body's *fight-or-flight* response, also called the *acute stress response*, which you learned about in Lesson 5 of Section 1.

Jennifer's symptoms can be explained by the surge of hormones that were released in response to the stress. Her heart is pounding because the hormones increased her heart rate and blood pressure so her muscles could have more oxygen and blood sugar. Jennifer is sweating for two reasons. Her body is trying to cool her muscles, and help them stay efficient. Her body is diverting blood away from her skin to her body's core.

In this lesson you will examine positive and negative stress, the relationship between change and stress, and healthy and unhealthy ways to deal with stress. You will also explore the feelings of sadness and anger as emotional reactions to stress.

Positive and Negative Stress

A Canadian medical researcher, Dr. Hans Selye (1907-1982), was a pioneer in stress research. Dr. Selye referred to the fight-or-flight response as the alarm stage in a three-stage response called the general adaptation response. Following are the three stages in the general adaptation response:

- **Alarm stage.** During this stage the body prepares for action, and people have more energy and strength than they ever knew they had.
- **Resistance stage.** The body tries to function normally again, but it takes energy to return to this normal state.
- **Exhaustion stage.** If stress continues long enough, people become exhausted.

Dr. Selye made a distinction between negative stress, which he called *distress*, and positive stress, which he called *eustress*.

A certain amount of stress is good for you. A moderate level of stress gives people the motivation and energy they need to achieve things. For example, stress helps students meet deadlines and perform well in tests. Studies have shown when students have too little stress, they underperform in tests. This may also explain why athletes often perform better in competition than in practice.

Everyone needs enough stress to keep going and to make life exciting, but too much stress can be harmful. When stress is too intense or lasts too long, people can feel **stress overload**. Stress overload can affect people in many ways:

stress overload:
high levels of stress that make people unproductive and ill

- **Emotionally.** People may become irritable, angry, sad, anxious, depressed, or suicidal.
- **Physically.** People become exhausted, and they may develop digestive problems, headaches, or even chest pain.
- **Intellectually.** People have difficulty concentrating, and they may become forgetful or indecisive.
- **Behaviourally.** People may become accident-prone, change their eating or sleep patterns, engage in risky behaviour such as driving too fast, or make risky choices such as using drugs, gambling, smoking, or drinking.

1. With a partner or small group discuss times when you have been stressed. Give examples of both positive and negative stress. How did you react to these situations?

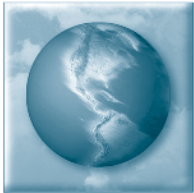


Compare your answers with the Suggested Responses at the end of the lesson.

Change and Stress



Researchers have discovered that anything that causes a change in your life causes stress. Even anticipating a change can be stressful. The change may be positive or negative; it is still stressful.



Psychiatrist Thomas Holmes and coworker Richard Rahe at the University of Washington in Seattle focused on identifying how much stress is too much. They developed a scale of 43 life events and ranked each. Go to the following website and find the “Stress Scale for Youth” near the bottom of the page.

Which life events received a rating of 40 or more on the “Stress Scale for Youth”?

3. Were you surprised at how stressful some of the life events on the “Stress Scale for Youth” are? Explain.

Compare your answers with the Suggested Responses at the end of the lesson.

Endings and New Beginnings

A major life change involves three stages:

- Something ends—a loss.
- You feel confused. The people involved react emotionally (and sometimes physically) to the loss.
- A new beginning occurs.

When people talk about losses, they usually are referring to tragic life events such as a death. Sometimes, good life changes are losses too. Consider the example that follows.

Graduation from high school can be a loss; graduation marks an important transition. It often means moving to a new town to go to university or college, and that change impacts your relationships with family and friends you must leave behind. With the anticipation of a major change, graduation often makes people feel stressed, afraid, or sad.

All changes also mean new beginnings. In the graduation example, the change involves a new stage in your life when you will become more independent, meet new friends, and learn new things.



Mr. Romanchuk: Change is a natural part of life. It is part of every relationship.

Think about some of your relationships. Do you have the same friends now that you had in elementary school or junior high?

Jamal: No, I moved to a different city when I was in grade 5. I kept in contact with my friends for a while but then I made new friends and eventually lost touch with my old ones.

Ashley: Two of my friends are the same ones that I had in elementary school but when I got into high school I got involved with the drama club and they didn't. So I don't see them much now. I hang out with kids from the drama club.

Mr. Romanchuk: The changes in your relationships reflect the three stages of change.

Over the next few years, you will experience many such changes as you leave school and pursue new interests.

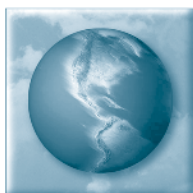
The article that follows contains case studies of changing relationships. Recognizing the changes that take place can help you deal with changes in your own relationships and the stress that goes with changes.

Reacting to Stress

Many everyday situations cause stress—getting caught in traffic, being late, strained relationships. In addition, major life events—both happy and sad—cause stress. With graduation, a new relationship, a new job, the death of a loved one, the birth of a child, you will experience stress as you readjust to the changes in your life. Depending on how you adjust to these life changes, stress will help or hinder you.

Some people develop unhealthy coping techniques to deal with stress. For example, they may abuse drugs and alcohol. You will address these ways of reacting to stress in the next lesson.

An example of an extremely unhealthy way of dealing with stress is self-injury (also called self-harm or cutting). Self-injury occurs when an individual deliberately causes physical harm to herself or himself as a way of dealing with overwhelming emotions or situations. These individuals do not have healthy mechanisms for coping with stress.



For more information on self-injury, go to the following websites:

- http://kidshealth.org/teen/your_mind/mental_health/cutting.html
- http://www.youthnoise.com/page.php?page_id=1410



5. Using the information from the websites, briefly describe self-injury.
6. With a partner, brainstorm ways to help someone who self-injures.

Compare your answers with the Suggested Responses at the end of the lesson.



The best way to deal with change is to manage the stress. Managing small everyday stressors is easier than managing the stressor of major life events; however, if you pay attention to your well-being, you will be better prepared for all types of stressors.

Following are some tips to ensure you will be better-prepared to meet life's challenges and changes:

- Build your physical reserves by making healthy food choices, being active, and getting enough sleep. If you are not physically well, you will find it harder to cope with stress.
- Limit your caffeine and alcohol intake, and don't use tobacco and illegal drugs.
- Learn relaxation exercises.
- Develop a good **support system**. Stress creates feelings you will want to talk about with family and friends. Sharing your emotions with people who support you can reduce your stress.

support system: people, or groups of people, who provide others with emotional help and guidance

Coping With Stress

No matter how prepared you are, you will experience stressful events. Following are some tips for coping with stress:

- Identify the source of your stress. You won't know how to deal with your stress unless you identify what is causing it.
- Put events into perspective. Many stressors aren't worth worrying about. Give each event no more or no less attention than it deserves.
- Use positive self-talk.
- Use your support system.
- Release emotions. If you feel sad, tears may help you relieve the stress. If you feel angry, try releasing the emotion with exercise.
- Take a break from stressful situations. Listen to music, draw, write, read, or spend time with a pet to reduce stress.



sociogram:
a diagram
that shows
interaction
patterns
among people

When you are stressed it helps to have people who will support you. Who are the people in your support network? One way to examine your support network is to make a **sociogram**.



Following are the steps for making a sociogram:

Step 1: Draw a circle in the middle of a sheet of paper. Write your name in the middle of the circle.

Step 2: Around the circle write the names of as many friends, family members, or acquaintances as you can.

Step 3: Which of the people listed can you most always count on for support? Draw solid lines between your name and these names.

Step 4: Which of these people can you sometimes count on for support? Draw dotted lines between your name and these names.

7. Make a sociogram that illustrates the people you interact with—family members, friends, and others in your community. Then use the sociogram to answer the following questions:
 - a. Do you have a number of people you can turn to for support?
 - b. How would you categorize the people in your support system? Are they family members, friends, teachers, or other significant people in your life?
 - c. What can you do to strengthen your support network?
 - d. Are you part of someone else's support system?

Compare your answers with the Suggested Responses at the end of the lesson.

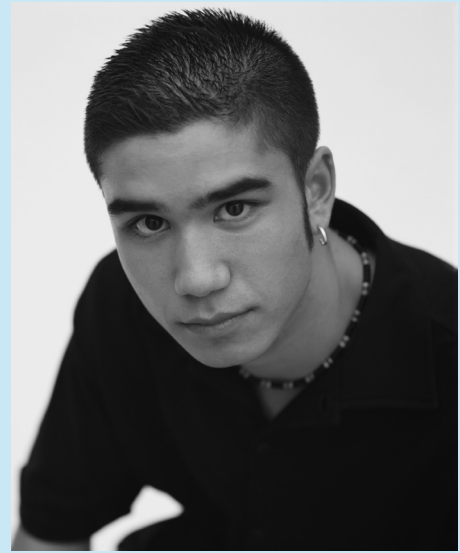
Suicidal Feelings

The article “Why Am I so Sad?” touches on a very serious topic—suicidal thoughts and feelings. Suicide is the second leading cause of death in young people aged 15 to 24 in Canada. There is one teen suicide every twelve hours in Canada and two attempts every five minutes. Moreover, suicide occurs more often among First Nations and Inuit youth than non-Aboriginal youth in Canada.

Youth suicide is an urgent issue for First Nations and Inuit youth in Canada. While there is much variation among communities, overall rates are high.

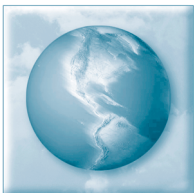
- Suicide rates are five to seven times higher for First Nations youth than for non-Aboriginal youth.
- Suicide rates among Inuit youth are among the highest in the world, at 11 times the national average.

Suicide is a problem that not only affects youth but impacts the whole community. The ripple effect of trauma is powerful in small, close-knit Aboriginal communities, possibly accounting for suicide clusters. For many First Nations and Inuit youth, the root causes of suicide go much deeper to factors beyond an individual’s control. For some, suicide becomes a means of escape when there are few alternative choices available.



9. With a partner or small group, generate a list of reasons why teens might contemplate suicide.

Compare your answers with the Suggested Responses at the end of the lesson.



Take the Suicide Myths and Realities Quiz at the following website:

http://www.needcrisis.bc.ca/html/suicide/suicide_quiz.htm

¹ “Addressing Youth Suicide Prevention,” <http://www.hc-sc.gc.ca/fnih-spni/promotion/suicide/index_e.html> (13 September 2007). Reproduced by permission of Health Canada.

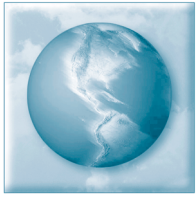


Not everyone who is depressed tries to commit suicide. Likewise not everyone who is suicidal is depressed. Even so, depression may produce thoughts of suicide.

Some suicidal people provide warning signals such as withdrawing from family and friends; having sudden changes in behaviour; showing signs of sadness, hopelessness, and irritability; giving away personal belongings; being preoccupied with songs, poems, or movies dealing with death; and placing personal affairs in order. If these signals are recognized, people who are thinking about suicide and feeling suicidal can get help. School counsellors, clergy, and health-care people such as doctors and social workers are usually trained to work with people who are thinking about suicide.

If you think one of your friends or family members might be suicidal, you can do the following:

- Take the situation seriously. Avoid changing the topic. Don't suggest self-medicating with alcohol or drugs as a solution. Prescription drugs can be useful but only under the supervision of a medical doctor.
- Talk to the person. Most of the time, people who are considering suicide are willing to discuss it if someone asks them out of concern. Listen to your friend without judging and reassure him or her that you're there and you care. Make comments like the following:
 - I want to hear about what is bothering you.
 - You are really important to me.
 - Let's talk and try to make things better for you.
 - Things get tough sometimes, but that will change.
 - I'd feel awful if you harmed yourself.
 - If I can't help you, I can find someone who can.
- Give this person the number of a support service and make sure that he or she makes the call.
- If the person refuses help, as soon as possible inform a professional who can help that person.



The Centre for Suicide Prevention (a program of the Canadian Mental Health Association) is not a crisis centre, but it is a source of useful information on suicide and suicidal behaviour. Following is the address for the centre's website:

<http://www.suicideinfo.ca/csp/go.aspx?tabid=77>

If you are in crisis or know someone who is, the Centre for Suicide Prevention website has a list of telephone numbers that you can contact.

In case of emergency, telephone 911. The 911 operators are available 24 hours a day, and they will provide intervention for people who have already hurt themselves or are at high risk to do so.

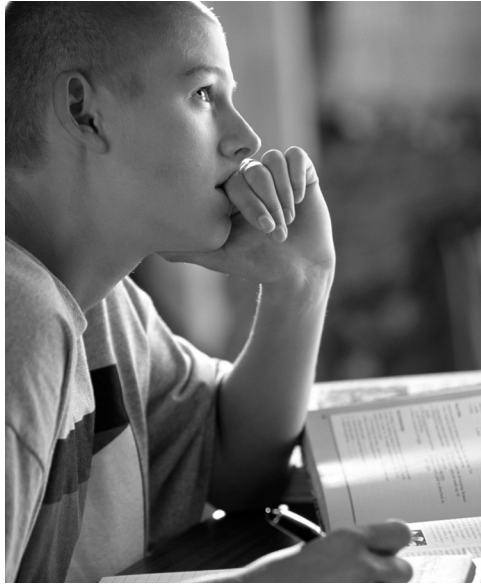
Grief

Throughout your life, you may experience many different kinds of losses—a friendship, a job, a home. These are just three possibilities. Perhaps the most profound loss you could experience is the death of someone you love. Losing someone can be a huge blow, and you may experience many powerful emotions.



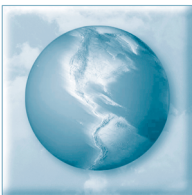
Grieving can take many forms; for everyone it is different. Some people grieve very openly; others grieve more privately. The grief may last only a brief period of time for some, or a long time for others. Everyone needs to go through a grieving process, because it is necessary for resolving the grief and for emotional healing.

Some experiences in the process of grieving are commonly felt by many people. Following are the four stages people pass through while grieving:



- **Disbelief or denial.** In this stage, the death is denied. The disbelief can last a few minutes to a few days. The person may cry a lot or seem numb and in shock. If this stage goes on for too long, it could be a problem.
- **Anger.** During this stage, the grieving person feels angry or resentful at being abandoned by the deceased person. Feelings of guilt about feeling angry can arise. The grieving person may dwell on past arguments with the dead person or wish he or she had behaved differently toward the person.
- **Bargaining or blame.** During this stage, the grieving person tries to find and explain a reason for the death. Statements such as the following are common:
 - “If only I had...”
 - “I should have...”
 - “I promise I will...”
- **Acceptance.** At this stage, the grieving person accepts the death. It doesn’t mean that he or she doesn’t care anymore, has forgotten the person who died, or is now happy with the death. It means life can go on in a more or less stable way.

The length of time spent on each stage differs with each person. It depends on how a person expresses grief and on how close he or she was to the deceased. Some can take a short time and others can take a long time. However long the grieving process takes, it must be completed before emotional healing can occur.



For more information on grief, go to the following website:

http://kidshealth.org/teen/your_mind/emotions/someone_died.html



10. Sam is grieving because his sister was killed in a car accident. With a partner or small group brainstorm some activities that might help Sam better cope with his loss.

Compare your answers with the Suggested Responses at the end of the lesson.

Anger

When some individuals are under stress, they turn the stress outward and express it as anger. Feeling angry at times is normal and healthy; however, problems arise when anger is not handled appropriately.

You may have witnessed people displaying road rage or you may have seen media reports of students shooting their classmates and teachers. These are extreme examples of people turning their stress outward in anger.

Go to page 7 of Assignment Booklet 1B and respond to questions 4, 5, and 6 of Section 2.

Looking Back; Looking Ahead

In this lesson you examined positive and negative stress, the impact of change on stress, and ways to manage stress. You also explored two strong emotional reactions to stress—sadness and anger. In the next lesson you will explore the use and abuse of three substances—tobacco, alcohol and drugs—and how they impact your health.

Glossary

sociogram: a diagram that shows interaction patterns among people

stress: a state of strain and tension

stressor: any life event or life change that may cause stress

stress overload: high levels of stress that make people unproductive and ill

support system: people or groups of people who provide others with emotional help and guidance

Suggested Responses

1. Examples of positive and negative stress will, of course, be personal. What is positive stress for one person may be negative stress for another. For example, you may find taking part in a formal debate a stimulating and challenging experience (positive stress) while another person may feel intimidated or overwhelmed by such an experience (negative stress). Following is one student's response:

For me, positive stress was the experience of climbing a mountain. When I met the challenge of getting to the top, I felt euphoric and proud of my accomplishment. An example of negative stress was being bullied. When nothing I tried seemed to work, I felt distressed. I felt frightened.

2.

Life Event	Rating
Death of spouse, parent, boy/girlfriend	100
Divorce (of yourself or your parents)	65
Puberty	65
Pregnancy (or causing pregnancy)	65
Marital separation, or break-up with boy/girlfriend	60
Jail term or probation	60
Death of family member other than spouse, parent, or boy/girlfriend	60
Broken engagement	55
Engagement	50
Serious personal injury or illness	45
Marriage	45
Entering college or starting next level of school (junior high or high school)	45
Change in independence or responsibility	45
Any drug and/or alcohol use	45
Fired from work or expelled from school	45
Change in alcohol or drug use	45
Reconciliation (getting back together) with mate, family or boy/girlfriend	40
Trouble at school	40
Serious health problem of a family member	40

- Answers will vary. You may have been surprised at how stressful the following life events are: becoming engaged, getting married, and entering college or starting the next level of school. They are examples of positive stress because when you do adjust and adapt, you feel competent, challenged, and satisfied with your ability to cope.
- Answers will vary depending on which case studies were discussed. The people involved must first recognize that the relationship is changing and adjustments have to be made. They need to discuss the change with those in the relationship. It may be a difficult subject to bring up but being open about the change and the feelings connected to it is usually the best policy.
- Self-injury is a way some people try to deal with intense emotional pain or pressure. People who self-injure do not have healthy methods of coping with stress. Self-injury is an attempt to feel better. People who self-injure do not usually intend to hurt themselves permanently nor do they intend to keep on self-injuring once they start. However, like drug and alcohol abuse, self-injury can become addictive.

6. Responses will vary. Following are some suggestions made by a group of students:
- Become informed about self-injury before talking to the person.
 - Don't be judgmental. Make it clear that it's okay to talk about the person's self-injury. Offer support but don't ask probing questions; let the person express what he or she is comfortable talking about.
 - Don't see stopping the self-injury as the primary goal. Helping the person deal with the emotions is the important thing. If the person doesn't have another way of coping with the stress, he or she may turn to another unhealthy way of managing stress, for example drug or alcohol abuse.
 - Encourage the person to seek professional help. You might offer to help him or her find professional help.
7. a. Responses will vary. Most people think of family members and close friends as a support network. Community resources such as counsellors and health professionals might also be part of your support network.
- b. Responses will be personal. Which category in your support network has the most people?
- c. You might try to strengthen relationships with family members or friends in your support network. You might also seek out community resources that can give you support. You may have other suggestions.
- d. In all likelihood, you are part of someone else's support system. Think about your relationships with family members and friends. Are you "there" when family and friends want to talk? If so, you are providing support.
8. Depression is more serious than sadness. Sadness is a normal human emotion that occurs when someone experiences a loss. It is relatively short-term. The source of sadness is identifiable, and in time, the feeling of sorrow will go away. Depression occurs when feelings of sadness persist for too long and interfere with the ability to enjoy life. Depression is a long-term sense of hopelessness not necessarily caused by a particular event.
9. Answers will vary. Following are some possible reasons:
- pressures to succeed
 - problems at home, at school, at work, in sports, or in a relationship
 - trouble with the law
 - despair because of bullying; feeling victimized

10. Following are some strategies that might help Sam better cope with his loss:

- **Peer support.** He may find it helpful to get together with other teens and discuss what happened, share his thoughts, and try to make sense of events.
- **Journal writing.** He may benefit from writing his thoughts and feelings in a journal or diary.
- **Relaxing activities.** He may benefit from relaxing activities such as reading, listening to music, taking a walk, or bike riding.
- **Recreational activities.** He may find it helpful to return to previous fun activities. Being active physically helps reduce stress and makes people feel better.

11. While depression and anger might seem as though they are opposites, the underlying emotions are often the same. People who are angry seem to be fighters; they are often intense, loud, and aggressive. People who are experiencing depression may appear passive and seem to have given up the fight. In each case, however, the feelings beneath the surface are painful emotions. One way of defining depression is to call it “anger turned inward.” Some people, especially those who are introverted, bottle up their feelings of anger and depression instead of expressing them in appropriate ways.

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Lesson 4: Drug Use and Abuse

Rachel drinks coffee. Jiao drinks colas. Davis drinks beer. Basem smokes cigarettes. Lyndsey occasionally smokes marijuana. Jarod is a bodybuilder and injects steroids. What do these individuals have in common? If you said that each person is using a drug, you would be correct.

Did you notice that each of these people is using drugs for non-medical reasons? For example, most are using their particular drug for recreational reasons.

Did you notice that these people are using different methods of taking the drugs? For example, Rachel drinks the coffee. Basem inhales the cigarette. Jarod injects the steroid.



Did you notice that some of the drugs are legal; some are controlled drugs, and others are illegal drugs? For example, coffee and cola are legal. Alcohol and tobacco are controlled substances; adults can buy them legally but minors cannot. Marijuana and steroids are illegal.

What does this tell you about drugs? Drugs include a wide variety of substances. Basically, a drug is any substance that changes a person physically or psychologically.

Some people intentionally abuse drugs. As you discovered in earlier lessons, some people abuse diuretics, laxatives, and appetite suppressants in an effort to lose weight. Others abuse anabolic steroids in order to gain muscle mass. Furthermore, some drug users develop an **addiction**. They feel compelled to use the substance and have difficulty quitting. They develop withdrawal symptoms when they stop using.

In this lesson you will examine the effects of the use and abuse of drugs including tobacco and alcohol on your health.

addiction:
the need for something that is physically or psychologically habit-forming

Addictions are characterized by withdrawal symptoms.

Tobacco

Despite all the education about the hazards of smoking, many Canadians still smoke cigarettes, cigars, or pipe tobacco. Some Canadians—especially in western Canada—use smokeless tobacco, such as spit tobacco.



You may be surprised to discover that the number of teenagers in Alberta who smoke increased by 30 per cent between 2004 and 2005. Most of these smokers are female.



1. With a partner or small group brainstorm some of the reasons why some teenagers begin smoking. Also consider the reasons why more smokers don't quit.

Compare your answers with the Suggested Responses at the end of the lesson.

Harsh Reality Ugly Truths About a Nasty Habit

You're almost an adult. You expect to be treated with respect and to be seen as independent, in control, and capable of making your own decisions. Hello? What are you doing with that butt in your hand? The numbers are gruesome; the reality is not pretty. To start smoking these days when the vicious effects of tobacco are common knowledge, is,

well, dumb. To take major risks with your health and that of others is not bright. There's a lot of discussion going on about what's true or not as far as how smoking affects you. To help you sort out the reality from the propaganda, *Ingénue* presents some ugly truths about a nasty habit.

Exactly how many vacations, cars, clothes, and tuitions does that add up to?

Annual sales of cigarettes to young Canadians, aged 10 to 19, tops the \$400 million mark.

Old Prune Face

Nicotine constricts the blood vessels that bring oxygen to the skin. Without the proper amount of oxygen, skin ages and shows it much faster.

They call her mellow yellow

Smokers develop yellow teeth and nicotine stained fingers. Now that's attractive.

Does Jenny Craig know this?

Eating right and exercising are healthy ways to control weight. Smoking is not. Think how much weight you could gain when you are unable to even climb a flight of stairs or do a basic work-out, because you can't catch your breath.

The price of puffing

Smoking alone is responsible for \$6-15 billion each year in associated health costs.

I was thinking of joining a monastery anyway

Non-smokers are the majority. Two-thirds of Canadians over the age of 15 do not light up. Government restrictions for designated smoking areas make it an antisocial, isolating habit.

Shake, rattle and roll

The relaxing effects of tobacco are an illusion. Its use eventually makes you more jittery. A step class or an afternoon spent rollerblading will do more to calm you than taking a drag ever could. Looking for a quick fix? Opt for a sip from an Evian bottle.

You can fool your mind, but not your body

Nicotine belongs to the same family of drugs as amphetamines and cocaine. It is classified as highly addictive by the medical profession.

Relax, I always practice safe smoking

There is not such thing as a "safe" cigarette. The low-tar varieties often produce higher levels of chemicals (such as carbon monoxide) than do their high-yield counterparts. Low-tar smokers also tend to smoke more frequently and inhale more deeply.

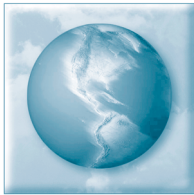
Still Crazy for tobacco?

Lung cancer is overtaking breast cancer as the leading cause of cancer death for women. Moreover, there are solid links between smoking and cervical cancer, menstrual disorders, early menopause, osteoporosis, and risks to pregnancy and fetal health.

2. Which *ugly truth* about smoking did you find most persuasive?

Compare your answer with the Suggested Responses at the end of the lesson.

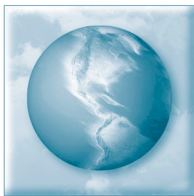
¹ "Harsh Reality: Ugly Truths About a Nasty Habit" ("Ingenu Magazine"), taken from Healthy and Well (Lifechoices Series). Campbell, Judith (Pearson Education Canada, 1996), 34. Reproduced with permission by Pearson Canada.



For more information about smoking, go to the following website:

http://tobacco.aadac.com/87_223.asp/

If you are a smoker and need help quitting, you may want to contact a quit-smoking program or service in your community. If you don't know where to go for help, try the Smokers' Help Line (1-866-33-AADAC); it's a great place to seek help and advice about how you can quit smoking successfully.



You will also find information on how to quit smoking at the following website:

<http://alberta.quitnet.com/>

Second-Hand Smoke

Smoking isn't only a danger to smokers. Non-smokers who are exposed to second-hand smoke absorb nicotine and other compounds just as smokers do. Although the smoke to which a non-smoker is exposed is less concentrated than that inhaled by smokers, research indicates there are significant health risks associated with second-hand smoke.

Separating smokers and non-smokers within the same air space may reduce—but does not eliminate—a non-smoker's exposure to second-hand smoke. That is why more and more enclosed public places such as restaurants are becoming entirely smoke-free. Some cities and towns have actually instituted smoking by-laws in order to make it illegal for people to smoke in public places. Having smoke-free facilities is a way of controlling the amount of smoke in your life, thus reducing your health risks.



3. With a partner or small group discuss the following questions:

- Are municipal governments going too far by limiting people's rights to smoke in public places?
- Do all people have a right to work or spend time in smoke-free environments?

Compare your answers with the Suggested Responses at the end of the lesson.

Use of Tobacco in Aboriginal Cultures



Smoking rates for First Nations and Inuit communities are more than double the rate for the rest of Canada. This poses significant health risks for individuals and for communities.

At the same time First Nations people have used tobacco in ceremonies for thousands of years. Therefore, tobacco has special meaning for First Nations people.

Traditional and Non-traditional Use of Tobacco

First Nations people

For many First Nations people, tobacco has been used traditionally in ceremonies, rituals, and prayer for thousands of years. It is used for a variety of medicinal purposes and its ceremonial use has powerful spiritual meaning establishing a direct communication link between the person giving and the spiritual world receiving. In the traditional sense, the most powerful way of communicating with the spirits is to smoke tobacco in a sacred pipe.

While tobacco is sacred, the recreational use of tobacco with its high content of nicotine, is addictive and harmful. First Nations Elders maintain that this type of use is disrespectful of the spiritual, medicinal, and traditional use of tobacco.

The recreational use (or misuse) of tobacco is any use of tobacco in a non-traditional way. For example, smoking cigarettes, chewing tobacco or snuff, smoking non-traditional tobacco in non-sacred pipes or smoking cigars. There is an important distinction between the traditional and non-traditional use of tobacco as one is respectful of First Nations customs, the other being dangerous and harmful.

Traditional tobacco has been used by many First Nations people to

- Pray.
- Give thanks to the Creator and Mother Earth.
- Communicate with the spirits.
- Purify the mind and heal the body.

Inuit

Inuit do not practise the traditional or ceremonial use of tobacco.

Facts on Smoking Rates

The First Nations and Inuit Health Branch of Health Canada reports the following facts on smoking rates in First Nations and Inuit communities:

- Sixty percent of on-reserve First Nations people between the ages of 18 and 34 currently smoke.
- Seventy percent of Inuit in the north between the ages of 18 and 45 currently smoke.
- Almost half of Inuit (46%) who smoke started smoking at age 14 or younger.
- The majority of on-reserve First Nations people who smoke (52%) started smoking between the ages of 13 and 16.

4. What is the distinction between traditional use of tobacco and smoking tobacco for recreational purposes?

Compare your answer with the Suggested Responses at the end of the lesson.

Did You Know?

Weedless Wednesday is part of National Non-Smoking Week (NNSW), which is observed in the third week in January. Weedless Wednesday focuses on the benefits of quitting smoking and promotes the community resources available to help smokers quit.

¹ "Tobacco," <http://www.hc-sc.gc.ca/fnih-spni/substan/tobac-tabac/index_e.html> (13 September 2007). Reproduced by permission of Health Canada.

Smokeless Tobacco

Smokeless tobacco was very popular in the late 19th and early 20th century. In fact, spittoons and cuspidors were a common feature in many homes and public places. Evidence shows that smokeless tobacco has become popular again, especially in western Canada. Athletes, Aboriginals, and rural males are the groups who use smokeless tobacco the most.



Ashley: What is smokeless tobacco?

Ms. Chan: You may have heard of it as spit tobacco. It's also known as *chew*, *snuff*, or *plug*. Regardless of the name, it's still a type of tobacco. Users place a small amount of tobacco inside their mouths. This is usually left in place for about 30 minutes. Saliva mixes with the tobacco and produces brownish tobacco juice that is either swallowed or spit out. Nicotine and other chemicals are released into the bloodstream through the mucous membranes in the mouth.

Mr. Romanchuk: Spit tobacco is a mixture of tobacco, sweeteners, abrasives, salts and chemicals. In fact, it contains over 3000 chemicals, 28 of them are known to cause cancer. Some of the chemicals include formaldehyde (used in embalming fluid), arsenic (rat poison), nickel cadmium (used in car batteries), and polonium 210 (part of nuclear waste).

Ashley: Wow! That sounds pretty toxic. Is it addictive?

Ms. Chan: Yes, it is. Spit tobacco is addictive because it contains nicotine, which is an addictive substance. Spit tobacco actually contains more nicotine than cigarettes do. One pinch of spit tobacco has the same amount of nicotine as 3 to 4 cigarettes. Read the following to learn more about spit tobacco and the consequences of using it.

Spit Tobacco

Some kids believe that spit tobacco (chew, snuff, dip) is safe. This is a lie. The dirty truth is that spit tobacco contains more nicotine than cigarettes do. It also contains over 3,000 chemicals, including 28 known cancer-causing chemicals (carcinogens). Formaldehyde (preservative of body tissues), acetaldehyde, arsenic (rat poison), nickel, cadmium and benzopyrene. They're all there and more.

Some athletes use spit tobacco because they think it boosts performance. This is not true. Studies show no improvement. Nicotine constricts the blood vessels, slowing reaction time and causing dizziness—a disadvantage if you're playing sports or working in a dangerous environment.

Spit tobacco does a lot of damage to the inside of your mouth. Listen to this: leukoplakia (white leathery patches that can develop into cancer), worn teeth, cavities, lost teeth, yellowing of teeth, receding gums, gum disease and bad breath.

Worse yet, spit tobacco causes cancer of the mouth, throat, and voice box. The earlier you start, the longer you chew, the more risk you have for cancer. On average, half of all oral cancer

victims die within five years.

Quick Facts

- The amount of nicotine absorbed through spit tobacco is two to three times more than with a cigarette.
- If you dribble spit tobacco on your clothes, you'll never get the stain out.
- Spit tobacco causes white mouth sores in 40% to 50% of users. These sores can become cancerous.
- Spit tobacco yellows, scratches, and wears your teeth, gives you cavities, eats away at your gums, and gives you bad breath.
- Spit tobacco causes cancer of the mouth, throat, and voice box.
- About half of all oral cancer victims die within five years.
- The spit tobacco rate among Alberta teenagers is more than double the national average.

5. Luke thinks using spit tobacco is safer than smoking cigarettes. Give Luke some facts to dispute his opinion.

Compare your answer with the Suggested Response at the end of the lesson.

¹ "Spit Tobacco," April 2007, <http://www.aadac.com/124_712.asp> (16 May 2007). Reproduced by permission of Alberta Alcohol and Drug Abuse Commission, an Agency of the Alberta Government.

Alcohol



Do you know that 80% of Canadians over the age of 15 have drunk alcoholic beverages at some time in their lives—at a party, concert, sports event, or meal?

Do you know that people who begin drinking before age 15 are four times more likely to develop alcohol dependence than those who begin drinking at age 21?

Do you know that impaired driving is the largest single criminal cause of death and injury in Canada?

If you are of legal drinking age, choosing to drink is a personal choice. Knowing the effect of alcohol on your body may help you make responsible decisions about alcohol.

Alcohol

Beer commercials sure make it seem like drinking is the key to fun. If only life were like commercials. It's actually hard to know how people will act after drinking alcohol. A lot depends on the drinker's mood and where they are drinking. After a couple of drinks, one person might be more relaxed, another depressed, another more wild, another angry. In general, you'll feel more of what you were feeling before you started drinking. People who are depressed can feel even worse. Sometimes, you will feel whatever you expect the alcohol to make you feel.

What is alcohol?

The alcohol in beer, wine, shots,

and other drinks is a liquid made by fermenting or distilling grains, fruit, or even some kinds of vegetables. The chemical name for alcohol is ethyl alcohol or ethanol. In beverages, pure alcohol is diluted with other ingredients.

Alcohol enters the bloodstream through the stomach and intestine. Once in the bloodstream, it is carried to other parts of the body quite quickly. In fact, it reaches the brain almost immediately. Judgment, inhibitions, reaction time, coordination, vision, speech, balance, walking, and standing are all affected by alcohol. Alcohol stays in the body until it is metabolized (broken down) by the liver and eventually leaves the body through breath, sweat, and urine.

blood alcohol concentration (BAC): the percentage of alcohol in the blood. A BAC of .08 means that the blood alcohol concentration is in excess of 80 milligrams of alcohol per 100 millilitres of blood.

fetal alcohol spectrum disorder (FASD): a term used to describe several permanent, and often devastating birth-defect syndromes caused by a pregnant woman's use of alcohol; also called alcohol-related birth injury (ARBI)

How much is one standard drink?

A drink is a drink is a drink. A bottle of beer (341 ml or 12 oz.) has the same amount of alcohol as a glass of wine (142 ml or 5 oz.) or a glass of whisky (43 ml or 1.5 oz.).

Is alcohol found in things other than beer, wine, and liquor?

Yes, but this form of alcohol is not meant for drinking. Methyl alcohol is found in rubbing alcohol, Lysol, vanilla extract, some mouthwashes, aftershave lotions, and cooking wine. This type of alcohol is a poison and should never be swallowed!

What does alcohol do exactly?

Alcohol is a downer. It might seem like alcohol makes people more relaxed, outgoing, and active, but these traits show up because alcohol is reducing the activity of the brain. Anything that lowers brain activity is a downer. This explains why alcohol slows reaction time and leads to poor judgment.

If people drink faster than their bodies can get rid of the alcohol, the alcohol builds up in their blood. To figure out how drunk a person is, you measure the alcohol in their blood. The exact level is called the **blood alcohol concentration** or **BAC**.

Your first drink starts your BAC on its way up. By .12 BAC you may be nauseous and vomiting. At .15 you are walking and talking funny. At .30 you might pass out and at .40 you can even die. But it doesn't matter, because you were arrested and thrown in jail for impaired driving way back at .08.

The Breathalyzer

Police use a Breathalyzer to measure the amount of alcohol in your breath and use that to tell how much you've drunk. Breath mints will make your breath a little easier to stand but they won't fool the Breathalyzer.

Dark side of Drinking

Over the long-term, heavy drinking damages the liver, heart, and brain; and can lead to loss of appetite, vitamin deficiencies, stomach ailments, skin problems, weight gain, sexual problems, and memory loss.

Why can't teens drink if their parents can?

Teens' bodies are still developing and alcohol has a greater impact on their physical and mental well-being. For example, people who begin drinking before age 15 are four times more likely to develop alcoholism than those who begin at age 21.

What happens when pregnant women drink?

Alcohol damages a developing baby's brain and body. This can result in **fetal alcohol spectrum disorder (FASD)**, a term used to describe the different conditions that affect children whose mothers drank while pregnant. FASD includes disabilities that affect how a baby looks, thinks, acts, and learns. These disabilities are life-long. Nobody knows what a safe level of drinking is, but it is known that the more alcohol consumed, the greater the risk of damage.

What To Do

Before you take a drink:

Know the law. One drink can make you fail a breath test. If you are found to have any amount of alcohol in your system while driving a vehicle, you will lose your driver's license for 6 months or more and be subject to a fine of at least \$600. A second offense can land you 14 days in jail.



Know the risks. Mixing alcohol with medications or illegal drugs is extremely dangerous and can lead to accidental death. Remember street drugs (illegal drugs) are sometimes mixed with other substances, so you may not know what you are buying. If you don't know what you're buying, you can't be sure what will happen when you mix these street drugs with alcohol. Tranquilizers and antihistamines are two types of legal drugs known to be dangerous—and in some cases fatal—when taken with alcohol.

Keep your edge. Alcohol can make you gain weight and give you bad breath. Look around you. A lot of people don't drink. Ask them why and see if they can give you advice on how to avoid or cope with stressful situations without turning

to alcohol.

Learn to say no. It's not as hard to refuse as you might think. Try: "No thanks," "I don't drink," or "I'm not interested."

After that first drink:

Know the signs. How can you tell if you or a friend has a drinking problem? Sometimes it's tough to tell. But there are signs you can look for. If you or a friend has one or more of the following warning signs, you or they might have a problem with alcohol:

- problems remembering things they recently said or did
- getting drunk on a regular basis
- lying about how much alcohol he or she is using
- believing that alcohol is necessary to have fun
- having frequent hangovers
- feeling run-down, depressed, or even suicidal
- having "blackouts"—forgetting what he or she did while drinking
- having problems at school or getting in trouble with the law

The true test of dependence and addiction is how you feel when you quit. If you're not sure whether your drinking is serious enough to be called alcoholism, try going a week without a single drink. If you fail—get help.

¹ Aboriginal Youth Network <http://www.ayn.ca/health/addictionsalcohol.aspx>



6. What is the definition of impaired driving? What are the risks and consequences of drinking and driving?
7. What is fetal alcohol spectrum disorder? How can it be prevented?
8. With a partner or small group discuss whether the following statements are true or false.

- A. Mixing beer and hard liquor with soda or juice gets a person drunk faster.
- B. A person can drink a lot more “light beer” than regular beer before getting drunk.
- C. Beer will not get a person as drunk as hard liquor will.
- D. Drinking on an empty stomach makes a person more drunk.
- E. Smaller people get drunk more easily.
- F. Alcohol peps a person up.
- G. Athletes can drink more without getting drunk.
- H. If a person can walk steadily, that person is not drunk.
- I. Alcohol cures a cold.
- J. Hot coffee, cold showers, or exercising will help sober a person up more quickly.

Compare your answers with the Suggested Responses at the end of the lesson.

Where To Go for Help

Do you have a problem with alcohol, or do you know someone who does? If so, you can seek help from any of the many services, support groups, agencies, and resources available in your community.

The Alberta Alcohol and Drug Abuse Commission (AADAC) offers a variety of programs and services for adults and youths. Alcoholics Anonymous is another important organization that supports individuals in their fight against alcoholism. Affiliate organizations Al-Anon and Alateen support friends and family members whose lives have been affected by someone else’s drinking.

¹ Weigl Educational Publishers Limited.

Other Drugs



Has your doctor ever prescribed an antibiotic or some other type of drug to make you well or to manage a medical condition such as asthma or diabetes? Have you ever taken a headache tablet or cough syrup?

over-the-counter drug (OTC): a drug that does not need a doctor's prescription and can be purchased over the counter at pharmacies or grocery stores

The medicinal use of drugs benefits many people. However, many Canadians are careless when it comes to using drugs—especially **over-the-counter drugs (OTC)**. An Ipsos Reid survey on over-the-counter drugs, released in January 2006, found that as many as 10 million Canadians ignore the directions on the labels. The survey also reported that 37% of Canadians routinely abuse over-the-counter drugs by taking more medicine than is recommended, taking the next dose sooner than suggested, and taking medicine in combination with other drugs. In addition, many Canadians abuse drugs for recreational use.

All drugs—including over-the-counter drugs and prescription drugs—can be dangerous if they are not taken responsibly. Street drugs are especially risky because they are not regulated—other ingredients may be added to a drug. Following are three risks people take when they abuse drugs:

- **Dependence.** Dependence refers to a condition in which the body needs the drug in order to function normally. Without the drug, the user experiences withdrawal; he or she feels sick and can even die from quitting “cold turkey.”
- **Tolerance.** Tolerance refers to a condition in which higher doses of a drug are required to produce the same effect as during initial use. Tolerance increases the risk of dangerous or fatal overdose.
- **Overdose.** Overdose refers to taking too much of a drug. It can cause a serious toxic reaction or death.

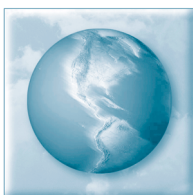
Drugs Most Likely to be Abused

The following groups of drugs are drugs that are most likely to be abused. They have been grouped based on how they affect the user's body and mind.



Opioids

Opioid is a general term, which includes the opiates (drugs derived from the opium poppy) and also synthetic narcotics. The primary purpose of these medications is to relieve pain. Morphine, cocaine, and heroin fall into this group of drugs. Codeine, which is present in some cough syrups, also falls into this group.



For more information on opioids, go to the following website.

http://corp.aadac.com/87_397.asp

Click on *opioids* under the heading *Beyond the ABCs*.

Stimulants

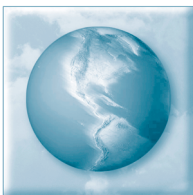
These substances stimulate the **nervous system**. They are used to boost alertness, or to decrease appetite. They also increase blood pressure, heart rate, and breathing rate. Caffeine (found in cola drinks, chocolate, and coffee) and nicotine (found in tobacco) are mild stimulants. Cocaine is a strong stimulant. Stimulants include a group of prescribed drugs called *amphetamines*. When they are illegally sold on the street, they are sometimes called *uppers*.

For more information on amphetamines, go to the following website.

http://corp.aadac.com/87_397.asp

Click on *amphetamines* (under the heading *Beyond the ABCs*).

nervous system: brain, spinal cord and nerves; the nervous system controls the coordination of all body functions



Depressants

These substances generally do the opposite of stimulants; they slow down the nervous system and thereby depress heart rate, blood pressure, and breathing. Alcohol is a depressant because it depresses (slows down) the central nervous system functions. Depressants include a group of prescribed drugs used to treat anxiety and sleep disorders. Diazepam (Valium) and Alprazolam (Xanax) are two examples of depressants that are prescribed for medicinal purposes. Unfortunately, these two drugs are also sold illegally on the street for recreational use. When depressants are illegally sold on the street, they are sometimes called *downers*.

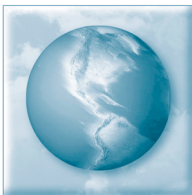
Cannabis

Cannabis includes marijuana, hashish, and hash oil. Often called *pot* or *weed*, cannabis produces mood changes and distorted perceptions; however, the reactions vary. Some users start talking a lot; others become quiet and withdrawn. Some feel relaxed and happy; others have sudden feelings of anxiety or paranoia. Cannabis also stimulates the appetite and reduces pain. In Canada cannabis can be prescribed for medicinal reasons.

For more information on cannabis, go to the following website.

http://corp.aadac.com/87_397.asp

Click on *cannabis* (under the heading *Beyond the ABCs*).



hallucination:
a sensory experience in which a person can see, hear, smell, taste, or feel something that is not actually there

Hallucinogens

These substances, also referred to as *psychedelic drugs*, dramatically alter emotions and thought, and they often cause **hallucinations**. Hallucinogens produced from plants include mescaline from the peyote cactus, and psilocybin from magic mushrooms. Hallucinogens made in laboratories include LSD, PCP, and DMT.

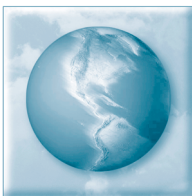
For more information on these drugs, go to the following website.

http://corp.aadac.com/87_397.asp

Click on the link you want (under the heading *Beyond the ABCs*).

9. With a partner or small group, discuss the reasons people abuse drugs.

Compare your answer with the Suggested Responses at the end of the lesson.



Addiction

Facts on Drugs: The Brain and Addiction

Introducing...Your Brain!

The brain is the command center of your body. It weighs about three pounds, and has different centers or systems that process different kinds of information.

The brainstem is the most primitive structure at the base of your brain. The brainstem controls your heart rate, breathing, and sleeping; it does the things you never think about.

Various parts or lobes of the brain process information from your sense organs: the occipital lobe receives information from your eyes, for example. And the cerebral cortex, on top of the whole brain, is the “thinking” part of you. That’s where you store and process language, math, and strategies: It’s the thinking center. Buried deep within the cerebral cortex is the limbic system, which is responsible for survival: It remembers and creates an appetite for the things that keep you alive, such as good food and the company of other human beings. ^{[1],[2]}

The cerebellum is responsible for things you learn once and never have to think about, such as balance when walking or how to throw a ball.

How Does Your Brain Communicate?

The brain’s job is to process information. Brain cells called neurons receive and send messages to and from other neurons. There are billions of neurons in the human brain, each with as many as a thousand threadlike branches that reach out to other neurons.

In a neuron, a message is an electrical impulse. The electrical message travels along the sending

branch, or axon, of the neuron. When the message reaches the end of the axon, it causes the release of a chemical called a neurotransmitter. The chemical travels across a tiny gap, or synapse, to other neurons.

Specialized molecules called receptors on the receiving neuron pick up the chemical. The branches on the receiving end of a neuron are called dendrites. Receptors there have special shapes so they can only collect one kind of neurotransmitter.

In the dendrite, the neurotransmitter starts an electrical impulse. Its work done, the chemical is released back into the synapse. The neurotransmitter then is broken down or is reabsorbed into the sending neuron. ^{[1],[2]}

Neurons in your brain release many different neurotransmitters as you go about your day thinking, feeling, reacting, breathing, and digesting. When you learn new information or a new skill, your brain builds more axons and dendrites first, as a tree grows roots and branches. With more branches, neurons can communicate and send their messages more efficiently. ^[1]

What Do Drugs Do to the Brain?

Some drugs work in the brain because they have a similar size and shape as natural neurotransmitters. In the brain in the right amount or dose, these drugs lock into receptors and start an unnatural chain reaction of electrical charges, causing neurons to release large amounts of their own neurotransmitter.

Some drugs lock onto the neuron and act like a pump, so the neuron

releases more neurotransmitter. Other drugs block reabsorption or reuptake and cause unnatural floods of neurotransmitter. ^[1]

All drugs of abuse, such as nicotine, cocaine, and marijuana, primarily affect the brain's limbic system. Scientists call this the "reward" system. Normally, the limbic system responds to pleasurable experiences by releasing the neurotransmitter dopamine, which creates feelings of pleasure.

What Happens if Someone Keeps Using Drugs?

Think about how you feel when something good happens—maybe your team wins a game, you're praised for something you've done well, or you drink a cold lemonade on a hot day—that's your limbic system at work. Because natural pleasures in our lives are necessary for survival, the limbic system creates an appetite that drives you to seek those things. ^[1]

The first time someone uses a drug of abuse, he or she experiences unnaturally intense feelings of pleasure. The limbic system is flooded with dopamine. Of course, drugs have other effects, too; a first-time smoker may also cough and feel nauseous from toxic chemicals in a tobacco or marijuana cigarette.

But the brain starts changing right away as a result of the unnatural flood of neurotransmitters. Because they sense more than enough dopamine, for example, neurons begin to reduce the number of dopamine receptors. Neurons may also make less dopamine. The result is less dopamine in the brain: This is called down regulation. Because some drugs are toxic, some neurons may also die. ^{[1],[3]}

How Many Times Does Someone Have To Take a Drug To Become an Addict?

No one knows how many times a person can use a drug without changing his or her brain and becoming addicted.

A person's genetic makeup probably plays a role. But after enough doses, an addicted teen's limbic system craves the drug as it craves food, water, or friends. Drug craving is made worse because of down regulation.

Without a dose of the drug, dopamine levels in the drug abuser's brain are low. The abuser feels flat, lifeless, depressed. Without drugs, an abuser's life seems joyless. Now the abuser needs drugs just to bring dopamine levels up to normal levels. Larger amounts of the drug are needed to create a dopamine flood or high, an effect known as tolerance.

By abusing drugs, the addicted teen has changed the way his or her brain works. Drug abuse and addiction lead to long-term changes in the brain. These changes cause addicted drug users to lose the ability to control their drug use. Drug addiction is a disease. ^[1]

If Drug Addiction Is a Disease, Is There a Cure?

There is no cure for drug addiction, but it is a treatable disease; drug addicts can recover. Drug addiction therapy is a program of behaviour change or modification that slowly retrains the brain. Like people with diabetes or heart disease, people in treatment for drug addiction learn behavioural changes and often take medications as part of their treatment regimen. ^[4]

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Because your brain is still developing, it is much more susceptible to the negative effects of drug and alcohol use.

10. After reviewing “Facts on Drugs: The Brain and Addiction” take this short quiz to test your knowledge.

Quiz: The Brain and Addiction

- a. Neurons in the brain communicate with each other by _____.
- A. passing axons
 - B. releasing chemicals
 - C. instant messaging
- b. When you do something you enjoy, like watch a good movie, your _____ system “rewards” you.
- A. limbic
 - B. digestive
 - C. nervous

¹ http://teens.drugabuse.gov/facts/facts_brain1.asp#top NIDA

- c. When someone uses drugs repeatedly, their brain is _____.
- A. trained to crave the drug
 - B. smaller than before
 - C. not changed
- d. After a prolonged period of drug abuse, the brain _____.
- A. needs less drug to get the same effect
 - B. needs more drug to get the same effect
 - C. experiences increasing amounts of dopamine
- e. The brain's limbic system is also known as the _____.
- A. thinking center
 - B. reward system
 - C. comfort system
- f. Brain cells or neurons turn electrical impulses into _____.
- A. chemical signals
 - B. movement
 - C. axons
- g. Drugs work in the brain because they have similar _____.
- A. electrical charges as brain cells
 - B. size and shape as natural brain chemicals
 - C. nerve cells as the brain
- h. Drugs of abuse create intense feelings because they _____.
- A. depress the nervous system
 - B. shut off receptors in the occipital lobe
 - C. cause a flood of dopamine in the limbic system
- i. Drug abusers develop "tolerance" for drugs, meaning they need _____.
- A. more drug to get the same effect
 - B. less drug to get the same effect
 - C. different drugs to get the same effect

Compare your answers with the Suggested Responses at the end of the lesson.

¹ From http://teens.drugabuse.gov/parents/documents/brain_addiction_quiz.doc

Where To Go for Help

You now know more about the effects of the use and abuse of drugs. Stay away from illegal drugs; they are illegal for a reason. Use over-the-counter and prescription drugs responsibly; always read and follow the instructions on the labels. Tell your doctor and pharmacist about any other drugs you are taking—mixing two or more drugs can be dangerous.



If you—or someone you know—has a problem with drugs, you may be wondering what you can do. One place you can turn to for help is your local AADAC office, or you can telephone the 24-hour AADAC Help Line. You might also contact Narcotics Anonymous, which has adopted the principles of Alcoholics Anonymous to support people who are recovering from drug addictions.

Go to page 10 of Assignment Booklet 1B and respond to questions 7 and 8 of Section 2.

Looking Back; Looking Ahead

In this lesson you have been examining the use and abuse of tobacco, alcohol, and other drugs. Hopefully, the information presented in this lesson will help you to make wise lifestyle choices.

Glossary

addiction: the need for something that is physically or psychologically habit-forming

Addictions are characterized by withdrawal symptoms.

blood alcohol concentration (BAC): the percentage of alcohol in the blood. A BAC of .08 means that the blood alcohol concentration is in excess of 80 mg of alcohol per 100 ml of blood

fetal alcohol spectrum disorder (FASD): a term used to describe several permanent, and often devastating birth-defect syndromes caused by a pregnant woman's use of alcohol; also called *alcohol-related birth injury (ARBI)*

hallucination: a sensory experience in which a person can see, hear, smell, taste, or feel something that is not actually there

nervous system: brain, spinal cord and nerves; the nervous system controls the coordination of all body functions

over-the-counter drug (OTC): a drug that does not need a doctor's prescription and can be purchased over the counter at pharmacies or grocery stores

Suggested Responses

1. One of the biggest reasons teens begin smoking is peer influence—their friends smoke and they want to part of the crowd. Teens also start smoking because they believe it will help control their weight or it will help them cope with stress.

People find it difficult to quit smoking because nicotine in tobacco is addictive.

2. Answers will vary. Because some teens—especially girls—start smoking to lose weight, they may find the following statement an ugly truth: “Eating right and exercising are healthy ways to control weight. Smoking is not. Think about how much you could gain when you are unable to even climb a flight of stairs or do a basic workout, because you can't catch your breath.”
3. Responses will vary. Be sure you support your opinions with reasons. Most will agree that smokers do not have the right to make other people ill.
4. Using tobacco in traditional ceremonies is different from smoking for recreational purposes. Tobacco used for traditional purposes has a spiritual meaning. Tobacco used for recreational purposes is highly addictive and harmful.
5. Luke needs to know that using spit tobacco is a health-risking choice. Spit tobacco is just as dangerous as smoking cigarettes. People who use spit tobacco are at risk for cancer of the cheeks, gums, lips, and tongue. In fact, spit tobacco users have a 50% higher chance of getting mouth cancer than non-users.

6. A person can be charged with impaired driving if he or she has a blood alcohol level of 0.08 or greater. If you drive while under the influence you risk causing a collision in which you may harm yourself and other innocent people. Impaired drivers face heavy penalties. Impaired driving causing bodily harm or death has even more serious consequences.
7. Fetal alcohol spectrum disorder (FASD) is a term used to describe several permanent, and often devastating, birth-defect syndromes. It is caused by a woman's use of alcohol during pregnancy. It can be prevented if women do not drink while they are pregnant.
8. A. False B. False C. False D. True E. True
 F. False G. False H. False I. False J. False
9. People abuse drugs for a variety of reasons. Following are a few:
- **Because of peer pressure.** Many teenagers use drugs to go along with a group. It makes them feel like they belong.
 - **For curiosity.** Some people experiment with different kinds of drugs out of boredom or interest, and may continue using them.
 - **Thrill.** Some people get a thrill out of doing something risky or illegal.
 - **Social confidence.** Some people use drugs to overcome shyness and to feel better about themselves in a social setting.
 - **For dealing with emotional pressure.** Some people use drugs as a coping mechanism to relieve emotional problems such as stress, anger, anxiety, or depression.

10.

Answer Key: The Brain and Addiction Quiz

- a. B: The transfer of a message from one neuron to another occurs by releasing chemicals called neurotransmitters into the spaces called synapses between the neurons. The axon is the long threadlike fiber that transmits the message.
- b. A: The “reward” system of the brain is called the limbic system. It rewards you by releasing a brain chemical called dopamine, which produces feelings of pleasure.
- c. A: The brain is wired to remember feelings of pleasure, including those produced by drugs unnaturally. The brain then strives to repeat those feelings, which the drug user feels/experiences as a craving for the drug.

- d. B: At first, drug use may cause floods of dopamine. But prolonged drug abuse causes the brain’s dopamine levels to decrease. That means the brain will need more of the drug just to get the dopamine levels back to normal and even more to produce the high that it craves.
- e. B: Scientists call the limbic system the reward system because it regulates feelings of pleasure. This region is activated by pleasurable activities such as hanging out with friends. The limbic system is also activated by drugs of abuse.
- f. A: A message travels down a neuron as an electrical impulse. To pass the message to another neuron, the electrical impulse triggers the chemical signals called neurotransmitters, which flow into the synapse (the gap between the two neurons) and trigger an electrical impulse in the next neuron. Axons are the branches of a neuron that release the neurotransmitter.
- g. B: Drugs “fool” the brain because they are similar in size and shape as the natural brain chemicals called neurotransmitters.
- h. C: Drugs of abuse cause dopamine, the neurotransmitter that produces feelings of pleasure, to be released by the brain’s limbic system.
- i. A: Drug tolerance makes people need more and more of the same drug to get the same effect because over time, drugs will cause the brain to produce less dopamine, the neurotransmitter that produces feelings of pleasure. Drug abusers need more of the drug than before to reach the same level of dopamine in order to get the same “high.”

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¹ http://teens.drugabuse.gov/parents/documents/brain_addiction_quiz.doc

Section 2 Conclusion



In this section you examined various lifestyle choices to determine if they are health-enhancing or health-risking.

In Lesson 1 you were given tools for making healthy food choices. You discovered how *Canada's Food Guide* and food labelling can help you make health-enhancing choices. You learned how obsessive attitudes about food and body image can lead to health-risking choices.

In Lesson 2 you explored how fitness and exercise are health-enhancing choices. When carried too far, however, exercise becomes a health risk.

In Lesson 3 you discovered that stress may be both positive and negative. You examined the effect change has on stress, emotional reactions to stress, and ways to manage stress.

In Lesson 4 you examined how the use and abuse of tobacco, alcohol, and other drugs affect the health of the user.

The information and the strategies you've acquired in this section should help you to make wise lifestyle choices.

Module Summary



Congratulations! You have completed the first module of Career and Life Management.

In this module you explored personal wellness choices. In Section 1 you examined the multidimensional nature of health. In Section 2 you explored many health-enhancing and health-risking choices. You should now be better equipped to make personal wellness choices that will enhance your well-being.

In the next module you will consider resource choices. As you will recall from Section 1, resources are the people, community organizations and services, and materials you can use to reach a goal, solve a problem, make a decision, and better manage your life.

Go to page 12 of Assignment Booklet 1B and respond to the Final Module Assignment.