



BC Life Skills

PROGRAM
ORGANIZER



AN INTRODUCTION TO THE B.C. LIFE SKILLS PROGRAM

*A Resource to Support Personal Planning K to 7
and Career and Personal Planning 8 to 12*



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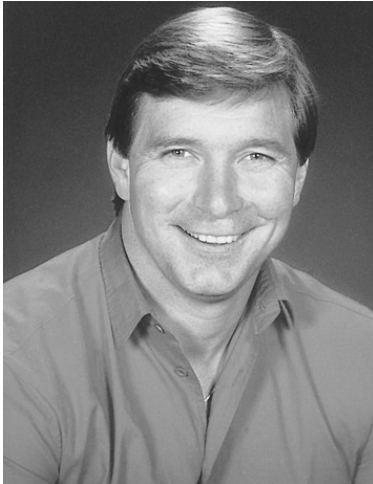


Photo by: Wildman Photography

Welcome to the B.C. Life Skills program. This resource is based on the belief that students who learn about life skills and how to apply them will be able to make choices that will affect their lives and communities in positive ways. The accomplishments and contributions which result from the use of life skills will lead to the life-long development of self-worth, an improved level of personal and interpersonal understanding, and constructive involvement with others.

Life skills like the ones in this resource helped me deal with a disability at the age of 15, and helped me to realize the dream of wheeling my wheelchair around the world to help others. They are skills that we all need to deal with life's challenges and adversities. They are also skills that tie classroom learning to the real world, and give students at all age levels the tools they need to succeed as they grow and learn.

The B.C. Life Skills program was developed by teachers for teachers. I am looking forward to working with you in implementing the B.C. Life Skills Program. For me, this program is part of an ongoing commitment I have made to help people remove not only the external barriers that impede their progress, but the internal ones as well.

This resource is a relevant one which supports experiences in health, career and personal development. It provides teachers with easy-to-use lessons for all students, from Kindergarten to Grade 12. Teaching life skills is about helping students respond to the challenges of life in ways that are productive, effective, and positive.

I believe that with support and commitment from the people around us, we can do almost anything. The B.C. Life Skills program supports the needs of both teachers and students, and will provide everyone who participates in the program with a richer, more meaningful educational experience.

I hope you enjoy the B.C. Life Skills program!

Rick Hansen



WHAT IS THE B.C. LIFE SKILLS PROGRAM?

The B.C. Life Skills Program was developed by Rick Hansen, British Columbia's famous wheelchair athlete. The program is based on the belief that students who have developed solid life skills and know how to apply them will make choices that will affect their own lives and their communities in positive ways. Effective use of the life skills developed through this program will lead to a lifelong sense of self-worth, greater personal and interpersonal understanding, and constructive relationships with others at home, at work, and in the community.

The B.C. Life Skills Program can be used by all teachers with all students. It provides close connections to existing curricula, especially Personal Planning K to 7 and Career and Personal Planning 8 to 12. The program is designed to provide students with opportunities to learn about six critical life skill areas:

- *Understanding Oneself*
- *Communicating with and Relating to Others*
- *Accessing and Using Information*
- *Solving Problems and Making Decisions*
- *Living with and Initiating Change*
- *Setting Goals, Making and Enacting Plans*

The entire program consists of the following components:

- *The B.C. Life Skills Program Organizer* (including a special teaching strategies section)
- six booklets of lesson organizers to support the Personal Planning K to 7 curriculum
- seven booklets of lesson organizers to support the Career and Personal Planning 8 to 12 curriculum, including one on career development
- two orientation videos: one to introduce teachers and administrators to the program and the other primarily for use with students

HOW WAS THE PROGRAM DEVELOPED?



The B.C. government and Rick Hansen collaborated on a feasibility study to validate the need for a life skills program within the province's education system.

The study was designed:

- to collect as much information as possible about the number and extent of life skills programs operating in B.C. schools from Kindergarten to Grade 12 and to identify gaps, both in content and continuity, to determine if there was actually a need for a new, focused life skills program
- to identify the appropriate stakeholders and the consultation process necessary to develop and implement an effective life skills program
- to provide budget estimates for the program's development

A survey document was sent to each of B.C.'s 75 school districts. The survey was followed by half-hour interviews with the 56 districts that responded. Written materials were collected from school districts and associations. Interviews were conducted with a number of leaders in the life skills area. A focus group of school district officials reviewed all collected materials and provided advice on the state of life skills program implementation and the needs of classroom teachers.

The feasibility study's report summarized all the findings and proposed a model for the development and implementation of a new B.C. life skills program. Among other things, the program would be spearheaded by Rick Hansen, and would involve communities and parents in its planning and implementation, as well as in its learning experiences.

HOW DOES THE PROGRAM RELATE TO THE B.C. CURRICULUM?

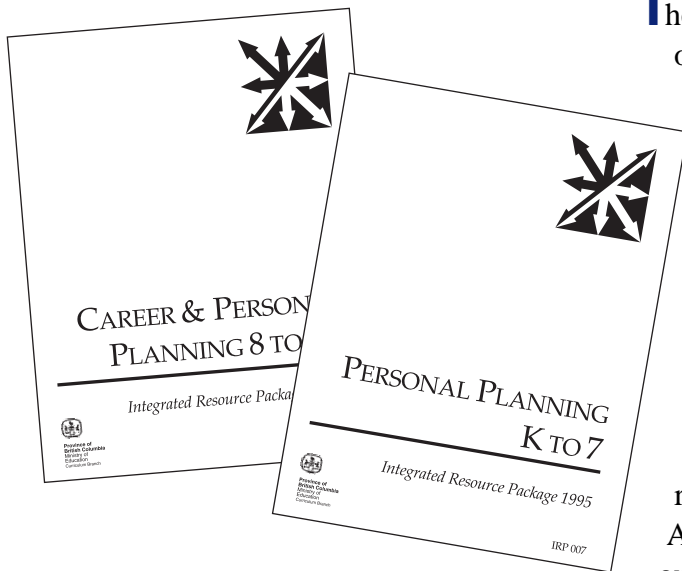


The B.C. Life Skills Program is consistent with B.C.'s educational goals and the following principles of learning articulated in the Kindergarten to Grade 12 Education Plan.

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

The program's lessons are designed to:

- engage the learner and build on prior knowledge
- teach and use processes and strategies that maximize learning
- integrate with other subjects across the curriculum
- provide opportunities for learners to develop and represent their understanding in both individual and social contexts
- emphasize and foster the development of thinking skills in learners



The program can be fully delivered in the context of existing curricula, particularly those of Personal Planning K to 7 and Career and Personal Planning 8 to 12. All lessons focus on essential life skills—skills such as problem solving, decision making, and goal setting and planning—which should be of interest and concern to all teachers. In addition to the Personal Planning K to 7 and Career and Personal Planning 8 to 12 Integrated Resource Packages (IRPs), lessons also incorporate major intentions, themes, and goals from across the curriculum, with special relevance to Language Arts and Social Studies. A number of these cross-curricular connections are outlined in the lesson descriptions.

ON WHAT BASIS WERE THE SIX LIFE SKILLS CHOSEN?



The six life skills included in this program are those that are most important to helping students make life-enhancing choices. Many other skills that can be called “life skills,” such as assertiveness skills, refusal skills, money and economic skills, and leisure time skills, are supported by other curriculum and learning resources recommended by the Ministry of Education.

All six skills are introduced at the primary level. At the early intermediate level, the program builds on skills learned through the primary lessons and provides increased focus on accessing and using information and solving problems and making decisions. At the secondary level, lessons continue to build on the learning from previous years in all six skills, but particular emphasis is placed on living with and initiating change and setting goals and making plans. This last area incorporates knowledge, skills, and attitudes learned in the other five skill areas and synthesizes this learning so that students can integrate and utilize all the basic life skills in their daily lives.

The six skill areas of the B.C. Life Skills Program are:

- **Understanding Oneself.**

Personal understanding is a prerequisite to all major life skills. In this program particular emphasis is placed on developing students’ skills of reflection and analysis, which can lead to a growing awareness of what, why, and how we think; emotions and attitudes; and personal circumstances, experiences, and actions.

- **Communicating with and Relating to Others.**

Skills in this area will help students understand and develop relationships; resolve conflicts; work effectively with others; develop good communication skills; grow in empathy, compassion, and honesty; and understand their rights and responsibilities in a diverse society.

- **Accessing and Using Information.**

Given the changing nature of our world and the increasing amount, complexity, and specialization of information, students must develop skills in locating, retrieving, and critically evaluating information—skills that are essential to solving problems, making decisions, and finding and using support systems.

- **Solving Problems and Making Decisions.**

To become proficient problem-solvers and decision-makers, students must be able to recognize and clarify problems, dilemmas, or issues; generate, analyse, select, and implement alternatives; and evaluate and, if necessary, revise a course of action. Students' application of these skills can facilitate their understanding and skill acquisition, as well as give them the confidence they will need to find solutions to increasingly complex questions.

- **Living With and Initiating Change.**

Students must learn about the nature of change. This involves coming to understand that change is a lifelong and predictable process, that it affects relationships, and that it affects people differently. To live with change, students must be able to analyse what is happening during change and the reasons for it, share their feelings about change, provide and receive support, cope with stress, and intervene in the process of change to direct it toward a desirable outcome. Students must also be able to recognize when change is required and then to describe the desired outcome, establish a process to move toward the desired outcome, and finally, assess whether the desired outcome has been achieved.

- **Setting Goals, Making and Enacting Plans.**

The lessons in this life skill area will help students identify goals, anticipate challenges, imagine success, "map" plans, put plans into action, evaluate their progress, adjust and revise their plans as required, and celebrate successes. Students will make carefully thought-out choices as they set personal goals and develop and implement plans for achieving them. The quality of the choices they make will depend on their facility with all the life skills in this program.



WHY IS THERE SUCH AN EMPHASIS ON ROLE MODELS?



Since the learning of life skills is a responsibility that teachers and students share with parents and the community, the B.C. Life Skills Program makes these connections clear in every lesson. This is done by promoting the use of role models from both the home and the community. Students are given opportunities to apply the skills they are learning to real-life situations, to become involved in the local community, and to make home, school, workplace, and career connections.

Students will come to understand that they are surrounded by role models—at home, in their classrooms, in their communities, in their history books, in past and present figures from literature, drama, films, and television. If they learn to identify the negative as well as the positive attributes of some of these role models, they will have acquired an evaluation skill that will prove useful throughout their lives.

How Do You Use THE LESSONS?



In each life skills booklet, you will find lessons that develop skills related to that booklet's life skill area. Some of the lessons are core or basic lessons that teach the skill. The others are extension lessons, which suggest ways to modify or extend the core lessons and apply the skills in more complex ways and in a variety of contexts. Within each lesson, each activity is graphically introduced by an arrow (►).

Each lesson contains the following elements:

- **Curriculum organizers.** The relevant curriculum organizer(s) and suborganizer(s) from the Personal Planning K to 7 and Career and Personal Planning 8 to 12 Integrated Resource Packages (IRPs) are identified at the outset to help you find lessons to support the section of the IRP you are currently working with.
- **Focus.** The lesson's purpose and direction are concisely stated.
- **Outcomes.** These are statements of what students are expected to achieve from the lesson.
- **What you will need.** This section identifies any materials or resources required for the lesson.
- **Activities to engage learners.** These activities have been developed to introduce students to the lesson topic and to get them involved.
- **Activities.** These are the heart of the lesson. These activities have been designed so that they can be used in one class session or extended into a theme, project, or an independent study activity.



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- ***Home / Community Connections.*** The success of the B.C. Life Skills Program will be measured not only by the students' ability to learn and practise the life skill in the classroom but, in fact, to take that learning and apply it in their real lives, in other places in the school, with friends, in their families, and in their communities. If students are highly involved in the lesson, you may wish to extend it. This section provides you with ideas for doing this.
 - ***Cross-Curricular Connections.*** This section identifies any connections to other curricula and ways to connect the lesson to other areas of study.
 - ***Assessment.*** This section provides suggestions for assessing students' knowledge of skills and their ability to apply them in different contexts. You may choose to use your own methods of assessment in addition to or instead of the suggestions contained here. Involve students in self-assessment as well.
 - ***Reproducible worksheets, information sheets and case studies.*** These materials are required in some lessons and have been provided in a form that you can easily reproduce.

Each lesson will involve at least one class period, and some could easily stretch to several. A few lessons involve year-long projects. You will have to determine how long to spend on any one lesson based on your timetable and on students' interest level.

Every effort has been made to make this package as rich as possible. You may choose the lessons or parts of lessons that will best help you deliver the Personal Planning K to 7 or Career and Personal Planning 8 to 12 curriculum. Adapt the lessons to suit your school and community, as well as the ages, interests, and abilities of your students.

The lessons in each booklet are intended for use over several years. It is important to avoid random use or redundancy through repetition of the same lessons. By planning with other educators using this resource you can ensure that students' learning experiences are organized, meaningful, and fresh. It is essential that parents and other community resource people be involved in planning to use this resource.

How Do You Use the Videos?



The two videos featuring Rick Hansen are an important part of the program. Rick Hansen is one of B.C.'s best-known public figures and continues to be a role model for many. The videos are good motivators and can be used to introduce the program.

Although each video is unique, both show Rick Hansen's success in overcoming his disability and in creating a new worldwide awareness of the potential of all people facing changes, challenges, and choices. Each video also focuses on the impact of the

Man in Motion tour and emphasizes Rick Hansen's message that everyone can remove internal barriers by learning and using basic life skills.

Video 1. The first video (about 12 minutes long) is directed at secondary students (Grades 8 to 12), but could also be used with teachers, administrators, parents, and community members. The video aims to generate students' enthusiasm for the B.C. Life Skills Program, convince the audience of the importance of learning life skills, and demonstrate the benefits to students' everyday lives.

Video 2. The second video (about 14 minutes long) is directed at teachers, principals, counsellors, and other educators at all levels. It outlines the origins of the program, and shows Rick Hansen talking with teachers and parents about the importance of learning life skills. It also lists the program's six life skill areas and their connections to the B.C. curriculum. The video shows teachers using the lessons in a variety of classrooms, and records the reactions of teachers, principals, and parents to the program.

The video can be used to generate discussion about the need for the program and how it might be delivered in a school setting. It will help encourage educators to examine the print materials that make up the program.

One set of the videos is being sent to each school. In addition, copies of the videos are available on loan from the Ministry of Education's Field Services Team at 356-2575, and individual copies of both videos can be purchased at cost from Rick Hansen Enterprises at the Life Skills Motivation Centre, UBC. To order, please call 1-800-213-2131.

WHAT RESOURCES ARE AVAILABLE TO SUPPORT THE B.C. LIFE SKILLS PROGRAM?



In Appendix D and E of this booklet, there are listings of learning resources that support the B.C. Life Skills program.

Learning resources are information that assist student learning as defined by provincial or local curricula. This includes, but is not limited to, materials in print, video, and software format.

Provincially recommended learning resources are also listed in the Personal Planning K to 7 and Career and Personal Planning 8 to 12 IRPs. Full annotations for these recommended resources can be found in the *Career and Personal Planning 8 to 12 - Recommended Learning Resource Annotations* (ANNOO33) and the *Personal Planning K to 7 Learning Resource Annotations* (ANNOO32).

The *Career and Personal Planning 8 to 12 - A Resource for Schools* kit, distributed to schools in May 1995, is also available to support the implementation of Career and Personal Planning 8 to 12.

The learning resource list within the kit includes the Ministry of Education’s assessment of the resources based on the following criteria: content (including curriculum match), instructional design, technical design and social considerations. The recommended learning resources are educationally appropriate materials designed to meet the needs of all learners.

Teachers are encouraged to consult these lists to find resources that could be used in conjunction with or in addition to the lessons in the B.C. Life Skills Program.

In some cases, the classroom teachers who developed the lessons in the B.C. Life Skills Program have suggested the use of resources that are not included in the Ministry of Education’s recommended resource lists. In these cases, teachers should use local school district procedures in regard to the appropriateness of the resources.

HOW ARE SENSITIVE ISSUES HANDLED?



The B.C. Life Skills Program was designed for use by all teachers, whether or not they have had specific training dealing with the six major life skill areas. During the instruction of B.C. Life Skills lessons some sensitive issues may arise. Teachers should be prepared to deal with emotional responses in a positive and respectful way, in consideration of a wide variety of family and community values. Teachers should respond to student questions openly and honestly when dealing with issues such as role models and life skills. Your personal knowledge, expertise, and experience should allow you to use these lessons in a variety of classroom or curricular contexts.

In designing and planning your lessons, take into consideration the following cross-curricular areas:

- Applied Focus
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- First Nations Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

HOW ARE ASSESSMENT AND EVALUATION DEALT WITH?



Assessment is the process of collecting information to assess students' knowledge of skills and their ability to apply them in different contexts. It is intended to:

- focus on student learning in relation to the outcomes
- provide teachers with feedback to help them determine whether the program's outcomes are being met and learning is taking place
- inform decisions about students' further instructional needs
- document students' growth and development in relation to each of the life skill areas
- reduce students' uncertainty by providing them with feedback and validation

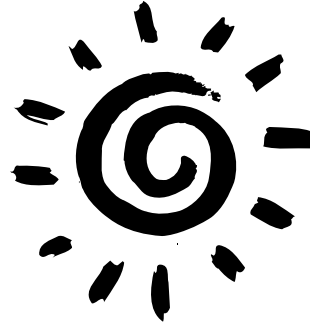
Evaluation is the process of making judgments about what students know and are able to do. The information collected as a result of systematic, multiple, and ongoing assessments is used as the basis for evaluation.

To fulfil the purpose of the B.C. Life Skills Program, students' knowledge of the six critical life skills and their ability to apply them in different contexts—at home, in school, and in the community—will be assessed and evaluated. Suggestions for student assessment are provided in every lesson. However, since assessment and evaluation are very subjective, teachers are invited to use their own strategies to assess students' accomplishments and needs.

In assessing and evaluating students' knowledge of, and growing ability to apply, the life skills over time, look for evidence that the skills are being applied in the following ways:

- more independently and more interdependently as situations require
- in situations of increasing complexity
- in a widening variety of situations
- using an increasing number of strategies, models, and means

Additional information about student performance can be found in Appendix B of this document.



APPENDIX A:

INSTRUCTIONAL STRATEGIES

The following strategies are among many used in the B.C. Life Skills program. They are designed to actively engage students in the learning process and take into account the importance of accessing prior knowledge, since learners acquire knowledge and skills on the basis of prior learning and experiences. Most can be used in a variety of contexts and subject areas.

INSTRUCTIONAL STRATEGIES

1. BRAINSTORMING

When brainstorming, students state all the solutions or ideas that come to mind. All criticism—even positive remarks—and examination are withheld until the production of ideas is exhausted.

The first few times you use brainstorming, give students lots of positive feedback regarding respectful listening and the acknowledgment of others' ideas. Suggest the following rules and ask students if they have any others they would like to add to the list:

- All ideas are acceptable, no matter how “wild and woolly.”
- No put-downs, either in voice or body language, are allowed.
- Students can build on each other's ideas.

There are three stages to brainstorming:

- ***Building ideas.*** You can elicit students' ideas in round robin fashion, moving systematically around the room and giving everyone a chance to respond or to say “pass,” or you may prefer to have students call out responses as they think of them. Consider designating someone to record the brainstorming on the board or on chart paper so that you can concentrate on keeping the activity moving. When students appear to have exhausted their ideas, move on to the next stage.
- ***Clarification.*** Ask students to review the entire list and request clarification of any of the ideas they do not understand.
- ***Grouping.*** Point out that some of the ideas may be similar. Encourage students to identify responses that belong in the same category. Put “1” beside one category of responses, “2” beside another, and so on. Explain that not all ideas have to be grouped and that students are simply to look for logical connections at this point.

2. CAROUSEL

This activity is a fast, effective way to get a large group of students to share ideas and generate discussion. It is often used as a discussion starter or when there are many divergent views within the class and the teacher wants the maximum opportunity for all views to be expressed. You will need six pieces of chart paper and six felt pens in different colours.

- Create six key questions on the particular topic for discussion and write each one at the top of a separate piece of chart paper.

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- Tape the pieces of chart paper at six stations around the room, making sure to conceal the questions until students are ready to begin the activity.
 - Instruct students to move to one of the six stations, so that the small groups at each station are about equal in size. If you wish, you can establish the composition of each group in advance. Give each group a different coloured felt pen.
 - Tell students that after you give them the signal to uncover their question, they will have two minutes to generate and write all the answers they can think of before being asked to move on to the next station.
 - After two minutes, ask the groups to move clockwise to the next station, taking their pens with them, and repeat this activity until all groups have visited all of the stations. Each successive group adds its answers to the chart paper. When students find that the chart paper already contains one or more responses that they agree with, they are to place check marks beside them to indicate their concurrence.
 - When each of the groups has visited all six stations, the class can then discuss the possible answers for each of the questions.
 - Keep the charts on display throughout the remainder of the class session, as they make an effective reference point.

3. CIRCLE SHARING

Circle sharing is often used to have students share information simultaneously. Its most critical feature is repetition, and as such it is very useful for having students rehearse or practise the telling of a story, personal experience, or any concept that they are seeking to understand better, to clarify, or to retain.

- Divide the class in half and have students form two concentric circles, with those in the outer circle facing those in the inner circle.
- Each person in the inner circle takes two minutes to tell everything he or she knows about the topic under discussion (or alternatively, the five most critical features of the topic) to the person facing him or her in the outer circle.
- After two minutes, those in the outer circle who have been listening do the same thing (or ask questions about what was said or repeat in their own words what was just told to them).
- After the four minutes are up, have the students in the outer circle move clockwise one step so that each student is facing a new partner. The inner circle does not move. Have students repeat the process, glean new information and refining their oral “presentation.”

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- Repeat this procedure four or five times, depending on the complexity of the subject. Then have students discuss what happened to their thoughts and language as they repeated the process. You may extend this into a writing activity about the new information or concepts learned, depending on the content of your lesson.

4. CLUSTERING

Clustering is a powerful visual strategy that enables students to:

- connect what they already know with new information
- organize information and ideas in meaningful ways to deepen their understanding
- examine the relationships between characters and/or ideas from a text
- facilitate their understanding of new material by having them make connections explicit
- demonstrate their understanding of a text

Here is one way to use clustering in your class:

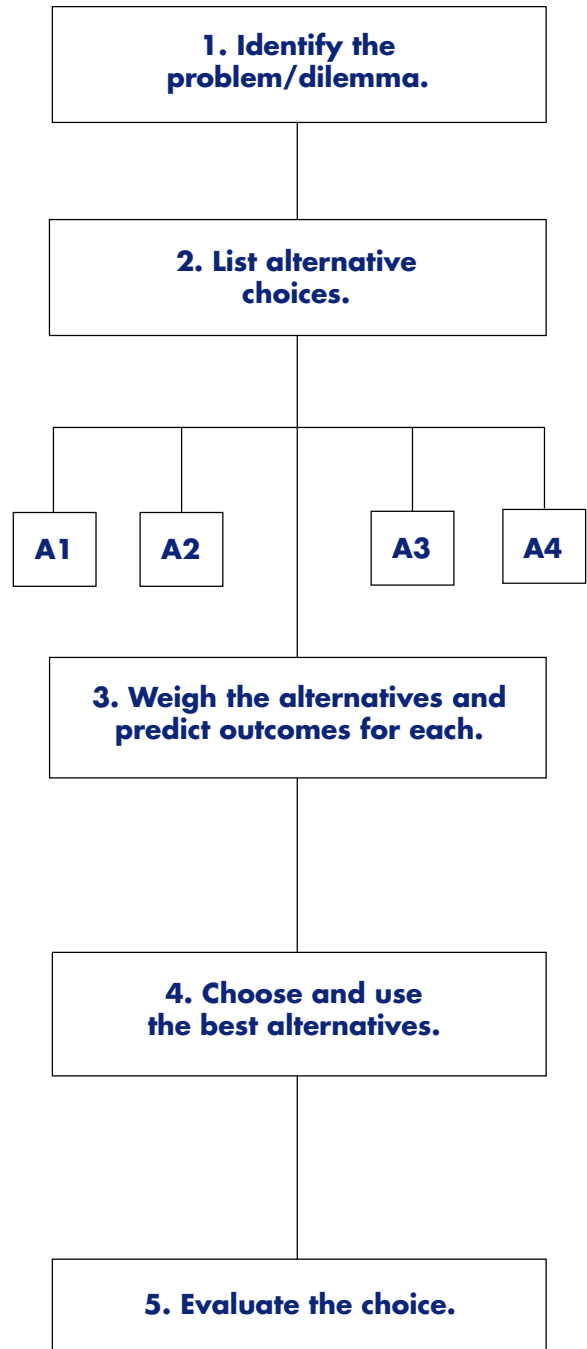
- Read a passage of text aloud. Encourage students to form images or pictures in their minds as they listen to the text.
- Have students share their images while you record their words in clusters on the board or on chart paper.
- As you cluster their words, explain your rationale for grouping them. As early as possible, encourage students to direct their words to the appropriate cluster.
- Circle the clusters of words and draw connecting links. Explain that the links (connecting lines) show the relationships among ideas.
- Read the text a second time and have students make their own clusters.
- As students become more competent and experienced at clustering from text, introduce other options such as having them identify with one character or a particular point of view in the text and then cluster from that one perspective.
- Have students make a legend of two or three symbols to indicate what their links or different kinds of connecting lines mean. For example, a _ _ _ _ _ (broken line) could mean “part of,” a _____ (solid line) could mean “what happened,” and so on. See also “Webbing” on the previous page.

Adapted from Faye Brownlie, Susan Close, Linda Wingren, *Reaching for Higher Thought* (Edmonton, Alberta: Arnold Publishing, 1988).

5. DECISION-MAKING MODEL

Decision making is the process of determining the best choice to be made when faced with a problem or a dilemma. Students need to be able to recognize when decision-making skills are required to arrive at a preferred choice from a number of alternatives. The following model is recommended. Note that you might reproduce the accompanying flow chart on an overhead transparency to use as you work through the process.

- 1. Identify the problem or dilemma.** Define the problem or dilemma faced in a concise, positive, and solvable way. Think about who “owns” different parts of the dilemma or problem and decide if it is within your power to resolve it.
- 2. List alternative choices.** List as many alternatives— choices to be made or solutions to the problem—as possible. Brainstorming is a useful strategy here.
- 3. Weigh the alternatives and predict outcomes for each.** Determine your objective in solving the problem or resolving the dilemma. Consider all of the factors involved, including values and feelings about each alternative. Consider the advantages and disadvantages of each. Consider whether it is necessary to obtain more information and if so, how. Consider what could be lost and gained for yourself and for others in the short and the long term. Decisions usually have more than one consequence.
- 4. Choose and use the best alternative.** Decide which of the alternatives will most clearly meet your objective with the most positive and the least negative results.
- 5. Evaluate the choice you made.** Reflecting back, consider whether this choice was satisfactory and whether you would choose it again. Reflect also on whether anything has been learned through the process that will be helpful in the future.



6. KNOW, WONDER, LEARN

In this strategy students and teachers identify and contrast their prior knowledge and current interest with new concepts learned. It is useful for studying or reviewing a topic.

- Provide students with a topic to be studied.
- On chart paper make three columns labelled Know, Wonder, and Learn. Ask students to tell you, or list for themselves in small groups, everything they know (or think they know) about the topic. It is best to do this as a class activity the first time.

Know	Wonder	Learn

- Ask students to tell you what they would like to know about the topic. Then place these questions in the second column. You may wish to have students group the questions in topic categories.
- After students have learned more about the topic, have them check off the questions that have been answered in the second column and record what they have learned in the third column.
- You may wish to extend the activity by identifying unanswered questions and asking students to find the answers.

Adapted from Donna Ogle as reported in the B.C. Ministry of Education's *Thinking in the Classroom 2* (1992).

7. P.L.U.Q.

This reflection strategy or thinking tool may be used to help students process and synthesize information. It provides a framework for focusing on the central concept or idea, making personal connections, and exploring related questions. This strategy may be used successfully to promote in-depth reflection after any learning experience.

- P. Point:** What is the main point or idea of this lesson/story/experience?
- L. Link:** What link does this idea have with your life experience? Does it connect to other ideas?
- U. Use:** Is this information useful to you? Who else might find it useful? When else might it be applied? How were language or materials used to communicate ideas?
- Q. Questions:** What further questions come to mind about this topic/idea/experience?

Reproduced with permission, Barbara Menzies, *Teacher Workshops*, Self Published, 1992.

8. PROBLEM-SOLVING MODEL

Problem solving involves finding the best possible solution to a problem using a clearly defined process. Many other life skills, such as communicating, accessing and using information, making decisions, and living with and initiating change, are used during the process of problem solving.

The lessons in this skill are based on the following generic model. Although students may find themselves working with only one or two of the stages in any given lesson, the cyclical illustration may help make them aware of the overall design of the model.

1. Identify the problem and the causes of the problem. This is perhaps the most critical stage of the process. It is important that the group agree on a broad statement of the problem and consider all possible causes of the problem. Too frequently, solutions are generated before the group fully understands the source of the problem. Sometimes the problem seems obvious, but is actually a symptom. This step enables the group to identify the critical factor.

2. Determine potential solutions. Brainstorming is an effective strategy at this stage. Allow enough time to understand the problem, cluster potential solutions, and address the question “Is this solution within our control or sphere of influence?”

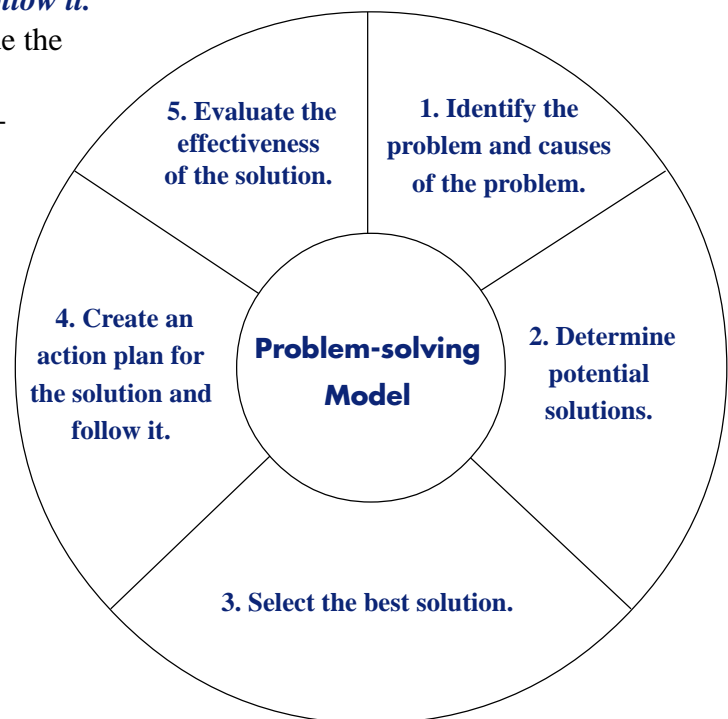
3. Select the best solution. Coming to the best solution as a group can involve consensus decision making, weighted voting (see strategy #11), interviews, surveys, or the gathering of data or documents. An effort should be made to secure group and individual support for the decision.

4. Create an action plan for the solution and follow it.

The plan should be detailed and should include the following: who is to take responsibility for initiating the plan, how the plan will be implemented, how progress will be monitored, and at what point in the action plan the preferred solution will be evaluated and by whom. Once developed, the plan should be put into action.

5. Evaluate the effectiveness of the solution.

Once a solution is implemented, the changes that result will usually cause other problems to surface. The evaluation of the success, or lack of it, will be a cause for celebration or the initiation of a new cycle of problem solving.



9. THINK, PAIR, SHARE

The Think, Pair, Share strategy provides the opportunity for many simultaneous student responses. It allows students to mentally rehearse their responses prior to giving them. The technique is simple to use and highly effective across disciplines and grade levels.

In Think, Pair, Share, students listen to the teacher's question and are given two to five minutes to think about their responses. They are then asked to pair with other students to discuss their responses for a particular length of time (i.e. five minutes). At that point, students share their responses with the class. You may wish to use a cueing device such as clapping to signal when "think time" and each partner's "talk time" is up. This ensures that all students have equal opportunity to talk.

10. VENN DIAGRAMS

A Venn diagram is a visually powerful way to compare and contrast concepts. Using a Venn diagram increases students' understanding of concepts under discussion as they classify the features, attributes, or properties of a concept or topic. The following instructions provide a concrete, simple way of teaching the strategy before applying it to more abstract and complex lessons.

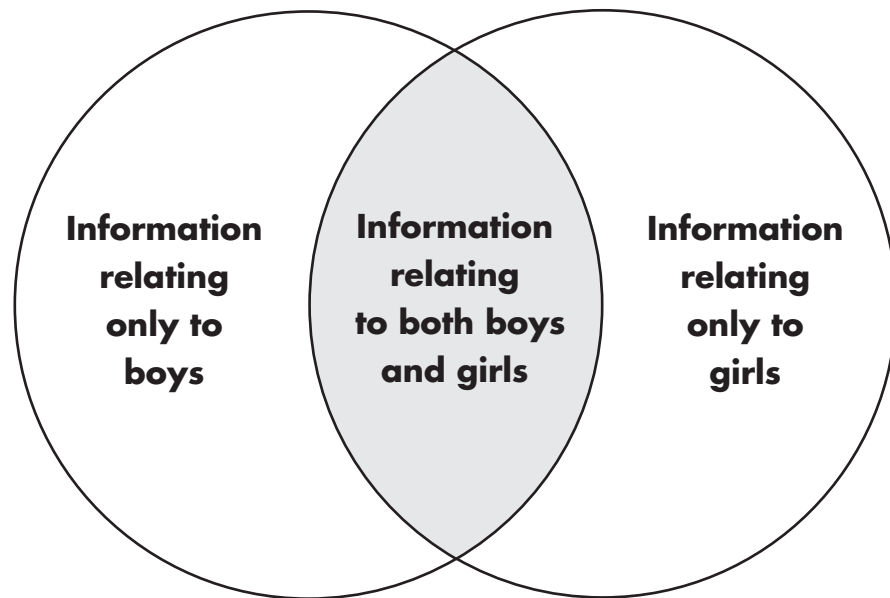
Whole-Group Instruction

- Invite two students (preferably a boy and a girl who share some common physical characteristics such as hair or eye colour) to the front of the room. An alternative would be to use two pictures instead of real people.
- Draw two large intersecting circles on the board with sufficient overlap in the middle. Then ask students to tell you what is different about the individuals or pictures. As they begin to compare the two, use the overlapping section in the middle of the circles to record similarities and the larger parts of the circles to record the differences of each.
- Be explicit if this is a students' first experience using a Venn diagram to point out that the sides of the diagram contain information pertaining to only the boy or the girl, whereas the overlapping section contains information common to both.
- A practical alternative for teaching the use of the Venn diagram to younger children is to place two hoola hoops or two large circles of wool on the floor. Have students classify by colour a basket of red and yellow toys into each circle. Where the hoola hoop or wool circles overlap, place toys that are both red and yellow.

Small-Group Instruction

- Divide the class into groups of three. Give each group a large sheet of paper, a marker, and some masking tape.

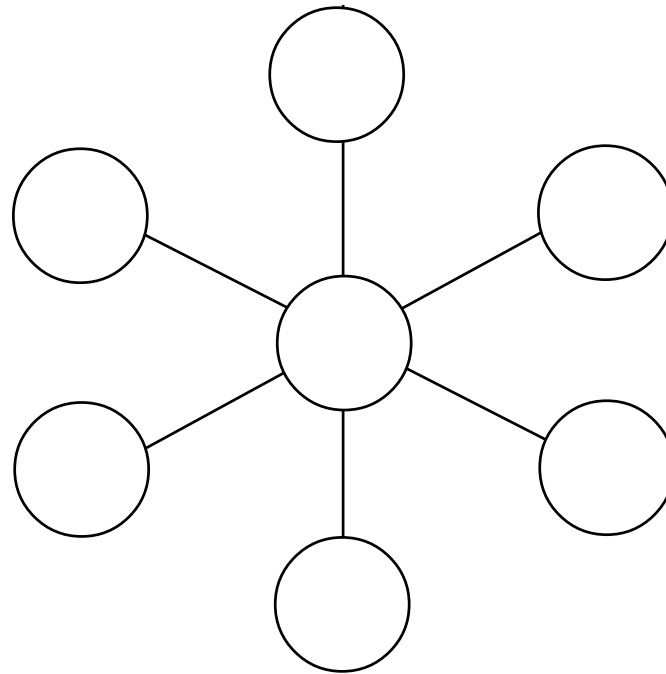
-
- Give each trio two objects that have some similarities (e.g., an eraser and a piece of chalk, a book and an audiocassette). Ask each trio to do a careful analysis in 10 minutes of the similarities and differences using the Venn diagram.
 - Consider having students post the results and discuss the applications of Venn diagrams to other areas of study or to decision making and problem solving.



11. WEBBING

Webbing involves the creation of a type of knowledge map. It is generally used to record many ideas and to show initial connections among concepts. When beginning the study of a theme or topic, webbing is ideal for identifying parameters and central components.

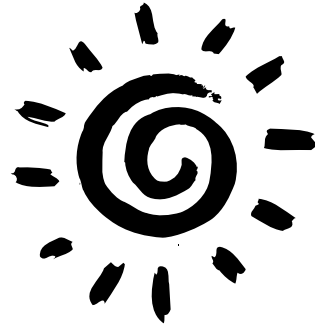
- Have students record the core topic or idea in the middle of a sheet of paper, drawing a circle around the word. Instruct them to write three to six main concepts that relate to the circled word. Circle these as well and connect them to the centre circle with a line (often called a link).
- Encourage students to write down ideas that relate to these main concepts with links to each circled concept. do not draw any shapes around these words. (This allows for easier reading of the main concepts.)



12. WEIGHTED VOTING

This simple technique is used to poll the opinions of a large group of people. It is particularly effective when used with sensitive topics, since it minimizes the likelihood of people influencing each other prior to the vote. The following description assumes that students are working in groups.

- Using coloured dots or coloured felt pens, ask students to:
 - put a red dot or check mark beside the problem/issue/concern they think they should address first
 - put a blue dot or check mark beside the problem/issue/concern they think should be addressed second
 - put a yellow dot or check mark beside the problem/issue/concern they think should be addressed third
- Once students have finished marking their charts, assign a value to the colours (e.g., red = five points, blue = three points, yellow = one point).
- Have each group add up their weighted votes and, using a bar graph, indicate the relative size of the vote so that students can see which problem/issue/concern they have chosen to work on first.



APPENDIX B: DESCRIPTIONS OF STUDENT PERFORMANCE

The following descriptions of student performance provide you with points of reference to help evaluate students' progress in learning the life skills. They describe the growth and development in the acquisition of each life skill that you might expect of students at four different developmental levels:

- Kindergarten to Grade 3
- Grades 4 to 7
- Grades 8 to 10
- Grades 11 and 12

	Understanding Oneself	Communicating with and Relating to Others
Kindergarten to Grade 3	<p>Students become aware of their emotions and unique identities (their similarities to and differences from others). They require considerable assistance in understanding their emotions and responding appropriately. Through their experiences with other children and adults significant to them, they begin to understand limits of permissibility. Through their efforts and successes, they begin to learn which of their strengths and personal characteristics are valued by others.</p>	<p>Students are eager to communicate about themselves, both their feelings and their experiences. They develop friendships. They learn to listen to others, acknowledge what others say, and cope with disagreement. Their communication is focused and purposeful enough to convey a specific need or meaning. Through communication, their points of view are expanded, enabling them to share with and be helpful to others.</p>
Grades 4 to 7	<p>With assistance, students continue to learn about their emotions and begin to understand emotional complexity. They start using models and strategies to help them understand themselves. Their experiences provide them with a growing sense of confidence in their abilities and a greater awareness of personal responsibility. This leads to an increasingly realistic sense of their own attributes and characteristics. Their character formation is increasingly affected by their interactions with and the viewpoints of others.</p>	<p>Students become proficient communicators and start to develop strong relationships. They begin to understand the various perspectives of others and are aware of their own spheres of influence and control. Their communication skills are more refined than at the primary level, and the subjects of their communication are often abstract, hypothetical, and fictional. They use a variety of communication skills to initiate and maintain healthy relationships.</p>
Grades 8 to 10	<p>Students tend to challenge their earlier perceptions and make judgments about themselves based on their strong urge to conform to norms established by their peers and the media. By learning processes of self-examination, reflection, and analysis, they are able to reconcile their individuality with societal expectations. They are able to explore issues related to responsibility and accountability through constructive dialogue, negotiation, and the testing of boundaries, roles, and relationships.</p>	<p>Students tend to focus their communication on issues of personal importance. They strengthen existing friendships, view some existing relationships in different ways, explore new relationships, and learn to value different perspectives. They begin to demonstrate evidence of personal style and voice and use a variety of communication skills to come to grips with their world.</p>
Grades 11 and 12	<p>Students have developed a strong awareness of themselves as individuals and as contributing members of their communities. They are aware of their attributes and characteristics. They have a strong sense of their potential and how their aspirations, choices, and plans impact on the direction of their lives and on the people around them. They are able to manage their responses to a wide range of emotions and circumstances. Through introspection and analysis of their interactions with others, they begin to see themselves as role models and to assume that responsibility.</p>	<p>Students are aware of the value and nature of effective communication and adeptly use a wide range of communication skills in their relationships with others. They are articulate and fluent communicators who use their skills to understand and incorporate multiple perspectives into their thoughts and actions. They demonstrate evidence of personal style, individual voice, and original thought. They understand group dynamics and have the ability to play a variety of roles as part of an effective team. They use their abilities to facilitate communication and relationships in a diverse society.</p>

Accessing and Using Information

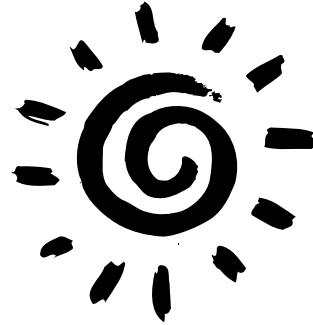
Solving Problems and Making Decisions

Kindergarten to Grade 3	<p>Students begin to look outside themselves for answers to questions. They work with their teachers and others to formulate questions and seek and use information from several sources.</p>	<p>Students become aware that problems can be overcome. With considerable assistance, they use simple problem-solving and decision-making models. They begin to understand that they can affect situations positively by making appropriate choices, and they can make these choices from among a few alternatives.</p>
Grades 4 to 7	<p>Students tend to be curious about and motivated to understand their place in the world. Working alone and collaboratively, they organize and critically analyse information, understand varying perspectives, form opinions, and generate new questions.</p>	<p>Students begin to use their knowledge and experience to address the issues that arise in their daily lives. They are willing to initiate or engage in problem-solving and decision-making processes. Alone and in groups, they begin to apply a variety of strategies and models that have been given to them. They are capable of using criteria to develop alternatives and to evaluate solutions. They begin to understand the implications of their choices and to review their decisions by reflecting on and reiterating the process as they move toward appropriate solutions.</p>
Grades 8 to 10	<p>While students tend to be influenced by peers and the media, they begin to use information with growing independence and increasingly effective collaboration to help them understand the world around them. They are proficient in seeking and accessing information from a wide variety of sources, analysing the information critically, and organizing it to share with others. Through analysis, they identify biases, assumptions, and opinions. They also collect and interpret data (using techniques such as interviewing and surveying) to develop positions on issues of importance to them.</p>	<p>Students are preoccupied by the complexity of the problems they face and the number of decisions they are expected to make. With some assistance from peers or adults, they are increasingly able to use problem-solving and decision-making models. Given a problem, they are able to recognize its complexity, develop alternative solutions, understand the implications of each, and act on their decisions or solutions. They are skilled at defending their choices.</p>
Grades 11 and 12	<p>Students use information independently to understand themselves, their relationships with others, and the implications of their life choices. They develop informed opinions, which are justified in light of multiple current authorities. They are technologically literate and knowledgeable, and are adept at applying information to deal with complex problems and issues of current significance.</p>	<p>Students are prepared to face complex problems and decisions that may have a major impact on their lives. In highly effective ways, they use many approaches (generated both by themselves and in co-operation with others) to solve problems and make positive decisions on matters of personal, societal, or global significance. They demonstrate proficiency in applying a wide variety of thinking skills, are competent in justifying their decisions, and apply problem-solving and decision-making skills in meeting new challenges.</p>

Living with and Initiating Change

Setting Goals, Making and Enacting Plans

Kindergarten to Grade 3	<p>Although all students have experienced a number of changes of varying degrees of significance, they require some stability and predictability to feel secure and to thrive. While they routinely adjust to change, they require support and affirmation to identify change as natural, inevitable, and sometimes positive. They begin to learn that they can determine how change impacts on them.</p>	<p>At this stage, students depend on adults to introduce strategies and means of setting and achieving goals. They learn what goals are and how to set them. With considerable assistance, they set plans, monitor their progress, and make adjustments. They alternate between periods of growth and consolidation as they learn from successful and unsuccessful attempts to reach goals.</p>
Grades 4 to 7	<p>Students are more competent in dealing with change. While they begin to make changes in their lives, they often act spontaneously and require guidance in directing their efforts to benefit others as well as themselves. As a result of their emergent understanding of cause and effect and their growing awareness of global issues, they experiment with projects, collaborating with peers and reaching out into their communities to initiate change. They begin to develop their own strategies for coping with and initiating change.</p>	<p>As students gain experience, they also gain confidence in their ability to set goals, make plans, and achieve constructive results. They can distinguish between wishes and attainable goals, and they know how to access help. They are comfortable creating and enacting short-term plans and begin to develop a longer-range view of goals and possible directions. They use strategies to learn through their mistakes and to overcome obstacles. As a result, they begin to develop a sense of personal control.</p>
Grades 8 to 10	<p>Students continue to develop competence in dealing with change and they become adept and selective at initiating change. They better understand that change occurs in a climate of both uncertainty and excitement and that it can cause stress and confuse relationships. Students begin to initiate change as they plan, communicate, organize their time, cope with stress, and develop their friendships. They start to see the possibilities provided by changing circumstances, including opportunities to approach their tasks and their lives in better ways.</p>	<p>Students tend to focus on immediate issues in their lives and explore widely among alternative possibilities. With encouragement and assistance, and within imposed structures, they work independently and collaboratively to set goals, make and enact plans, and evaluate the results. They realize that success and satisfaction can be derived from setting goals and enacting plans, which leads to increased confidence and efficacy. They begin to use goal-setting processes to plan their futures.</p>
Grades 11 and 12	<p>Through their understanding of, experience in, and increasing comfort level with personal and global change, students are able to seize opportunities for achievement in their lives and for contributions to their communities. They understand that the need to change is inherent in human development and that people respond to change in various ways. They anticipate change and have developed a high degree of tolerance for ambiguity, using change as an opportunity for making quality choices. They can foresee the potential outcomes of choices in response to change and thus make constructive, strategic decisions. They are agents of change within their communities.</p>	<p>Students are able to set goals and enact plans that will help them to realize their aspirations and make significant contributions to their communities. They understand the nature and value of goal setting and planning and are prepared to use these processes in thoughtful ways throughout their lives. Alone or in collaboration with others, students are adept at initiating, organizing, completing, and evaluating sophisticated projects, including those involving life choices.</p>



APPENDIX C: EMPLOYABILITY SKILLS AND THE B.C. LIFE SKILLS PROGRAM

The B.C. Life Skills Program directly supports the skills needed for success as defined by the National Business and Education Centre of the Conference Board of Canada.

- The skills in the left-hand column are from the *Employability Skills Profile: What Are Employers Looking For?* Brochure 1992 E/F (Ottawa: The Conference Board of Canada, 1992).
- The right-hand column shows how the B.C. Life Skills Program relates to the employability skills profile.

ACADEMIC SKILLS

Those skills which provide the basic foundation to get, keep, and progress on a job and to achieve the best results

Canadian employers need a person who can:	In the B.C. Life Skills Program:
<p>Communicate</p> <ul style="list-style-type: none"> • understand and speak the languages in which business is conducted • listen to understand and learn • read, comprehend, and use written materials, including graphs, charts, and displays • write effectively in the languages in which business is conducted 	<ul style="list-style-type: none"> • All lessons involve students in “listening to understand and learn.” Many lessons contain reading exercises. Others involve students in creating and interpreting graphs, charts, and displays. In almost every set of activities, students are asked to write about what they have learned, and written work is frequently used as the basis of assessment.
<p>Think</p> <ul style="list-style-type: none"> • think critically and act logically to evaluate situations, solve problems, and make decisions • understand and solve problems involving mathematics and use the results • use technology, instruments, tools, and information systems effectively • access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts, and social sciences) 	<ul style="list-style-type: none"> • Every lesson encourages students to “think critically and act logically to evaluate situations.” Solving problems and making decisions are one of the six basic life skills addressed at both the elementary and the secondary levels through a set of lessons.
<p>Learn</p> <ul style="list-style-type: none"> • continue to learn for life 	<ul style="list-style-type: none"> • In every lesson students are encouraged to use life skills in their homes and communities. This should encourage them to apply all life skills on a continuing basis.

PERSONAL MANAGEMENT SKILLS

The combination of skills, attitudes, and behaviours required to get, keep, and progress on a job and to achieve the best results

Canadian employers need a person who can demonstrate:	In the B.C. Life Skills Program:
<p>Positive Attitudes and Behaviours</p> <ul style="list-style-type: none"> • self-esteem and confidence • honesty, integrity, and personal ethics • a positive attitude toward learning, growth, and personal health • initiative, energy, and persistence to get the job done 	<ul style="list-style-type: none"> • All of the lessons are designed to help students feel confident and successful as they deal with their lives and with other people. The lessons also foster “positive attitudes toward learning, growth, and personal health.” By frequent interaction with others and reflection on the results, students are encouraged to be honest and have integrity in their relationships. As well, “initiative, energy, and persistence” are needed to complete the assigned tasks in all of the lessons.
<p>Responsibility</p> <ul style="list-style-type: none"> • the ability to set goals and priorities in work and personal life • the ability to plan and manage time, money, and other resources to achieve goals • accountability for actions taken 	<ul style="list-style-type: none"> • Setting goals and making plans is another basic skill area included in the program. Many lessons focus on students making plans for their own purposes and involve parents and community members in discussions around planning issues. Lessons at both levels focus on analysing the potential outcomes of various decisions, thus providing a sound basis for learning the importance of accountability in the decision-making process.
<p>Adaptability</p> <ul style="list-style-type: none"> • a positive attitude toward change • recognition of and respect for people’s diversity and individual differences • the ability to identify and suggest new ideas to get the job done creatively 	<ul style="list-style-type: none"> • Lessons at each level focus on living with and initiating change. Students examine the process of change, people’s reactions to change, and the ways in which change can be organized. Activities are designed to develop a “positive attitude toward change.” Many lessons encourage students to examine differences in opinion and the influence of history, culture, and personal circumstances that lead to “diversity and individual differences” and provide the opportunity for students to resolve issues and solve problems creatively.

TEAMWORK SKILLS

Those skills needed to work with others on a job and to achieve the best results

Canadian employers need a person who can:	In the B.C. Life Skills Program:
<p>Work with Others</p> <ul style="list-style-type: none">• understand and contribute to the organization’s goals• understand and work within the culture of the group• plan and make decisions with others and support the outcomes• respect the thoughts and opinions of others in the group• exercise “give and take” to achieve group results• seek a team approach as appropriate• lead when appropriate, mobilizing the group for high performance	<ul style="list-style-type: none">• Almost every lesson requires students to work with others. They learn to reconcile differences, to arrive at consensus in order to progress toward goals, and to respect a variety of thoughts and opinions. As students work through the program’s lessons, they experience a variety of team roles, including leadership, recording, observing, and reporting.



APPENDIX D: LEARNING RESOURCES K TO 7

The following list of learning resources supports the B.C. Life Skills program, and has been prepared to help teachers find resources that relate to each life skill area.

For more information or a complete list of Recommended Learning Resources, please consult the Personal Planning Learning Resource Appendix (ANN0032).

**Title of Resource and Year Recommended**

AIDS: A Different Kind Of Germ 1991	A Conversation with Magic 1993
AIDS and You 1993	Critical Issues Series 1991
AIDS/HIV - Answers for Young People (2nd Edition) (video) 1991	Cycle Right (Can-Bike Program) - Instructor's Guide 1993
AIDS/HIV - Answers for Young People (2nd Edition) (video disc) 1993	Dental Health: A Teacher's Guide K-12 1990
Allergies: What They Are, What They Do 1991	Dental Health Resource Kit For Preschools 1989
The Babysitter Course 1990	Eat, Think and Be Healthy 1990
Because They're Young 1990	Environmental Health 1991
Because They're Young (video) 1990	Everything You Need To Know About Bias Incidents 1994
Being Safe - Grades 4-6 1990	Everything You Need To Know About Discrimination 1994
Butt It Out 1989	Family Connections 1991
Buy Me That! A Kid's Survival Guide to T.V. Advertising 1991	Feeling Yes, Feeling No 1989
The C.A.R.E. Kit 1989	The Fire Station 1991
Canada's Food Guide to Healthy Eating (Revised) 1993	Foodstyles • K 1989
Career and Technology Studies 1995	FoodTrack Computer 1991
Career Connections 1993	FoodTrack Program 1995
Career Equity for Youth: Career Counselling with Diverse Populations 1994	Germ Smart 1991
A Child is Born 1991	Get Aboard 1990
Children of Alcoholics 1990	Goofy's Hygiene Game 1991
ChildSafe: A Parent's Guide to First Aid and Safety (Revised Edition) 1995	Growing and Changing: A Handbook for Pre-teens 1990
Choices Junior 1995	Hand in Hand: Multicultural Experiences for Young Children 1994
Choices Series 1992	Head Full of Questions 1991
The Circle of Life 1990	Healthy Choices: Balanced Meals 1992
Come Sit By Me 1993	Healthy Learning Songs Activities and Projects 1989
	Healthy Schools: A Planning Guide for Classroom Teachers to Create a Healthier School Environment 1991
	Healthy Schools in British Columbia 1992

Title of Resource and Year Recommended

Heart Smart Kids <i>1995</i>	Learning for Living (Personal Planning) Curriculum Resource - Primary (K-3) <i>1995</i>
Heather Becomes a Fire Fighter <i>1989</i>	Learning to Say Goodbye <i>1990</i>
HIV/AIDS Prevention: A Peer Leadership Approach to Elementary HIV/AIDS Education <i>1995</i>	Leave It Alone <i>1989</i>
The Hospital <i>1991</i>	Letters To Marcia: A Teacher's Guide to Anti-Racist Education <i>1994</i>
How it Feels - To Be Adopted <i>1990</i>	The Library <i>1991</i>
How it Feels - When a Parent Dies <i>1990</i>	Lifetimes <i>1989</i>
How To Become An Expert <i>1992</i>	Listen Up! <i>1993</i>
Human and Animal Beginnings III <i>1991</i>	Living with Fetal Alcohol Syndrome <i>1991</i>
Hurray For Me <i>1990</i>	Living with Learning Disabilities <i>1995</i>
I Have AIDS A Teenager's Story <i>1993</i>	Living With Parents Who Drink Too Much <i>1991</i>
I Know <i>1990</i>	Living with Sunshine <i>1993</i>
I'm Going to be an Entomologist <i>1992</i>	Lost In The Woods (video) <i>1989</i>
I'm No Fool Having Fun <i>1989</i>	Lost in the Woods: Child Survival <i>1989</i>
I'm No Fool in Water <i>1989</i>	Main Street: He's My Brother <i>1990</i>
If I'm Lyin' . . . I'm Dyin' <i>1991</i>	Making it Fit <i>1991</i>
InSight Canadian <i>1995</i>	A Manual on Nonviolence and Children <i>1990</i>
Inter-Ministry Child Abuse Handbook: An Integrated Approach to Child Abuse and Neglect <i>1990</i>	Many Voices <i>1991</i>
An Introduction to Canadian Drug and Alcohol Law for Educators <i>1990</i>	McGruff on Hallowe'en <i>1991</i>
It's Your Body <i>1991</i>	Mickey's Safety Club: Hallowe'en Surprises <i>1991</i>
Jobs for Me <i>1992</i>	A Million Teenagers (5th Edition) (video) <i>1993</i>
Kids Sports <i>1990</i>	A Million Teenagers (5th Edition) (video disc) <i>1993</i>
Learn Not To Burn Curriculum <i>1991</i>	More Than a Lumberjack Careers Kit <i>1994</i>
Learning About AIDS <i>1990</i>	My Puppy is Born <i>1991</i>
Learning for Living (Personal Planning) Curriculum Resource Grade 4-7 <i>1995</i>	Never Say Yes to a Stranger <i>1990</i>
	The New Canadian Kid <i>1992</i>

Title of Resource and Year Recommended

Oliver Jones <i>1989</i>	School Food - Giving Students a Better Break <i>1991</i>
On Our Way: A Passport to Traffic Safety <i>1989</i>	School Garden Guidelines - How to Teach Children About Nutrition and the Environment <i>1990</i>
On Our Way: The Traffic Safety Book <i>1989</i>	Second Step: A Violence Prevention Curriculum, Grades 4–5 <i>1994</i>
On Our Way with Captain Click and Friends - Traffic Safety Seasonal Activities <i>1991</i>	Second Step: A Violence Prevention Curriculum, Grades 6–8 <i>1994</i>
On Your Own at Home <i>1989</i>	Second Step: A Violence Prevention Curriculum, Primary Second Step Series <i>1989</i>
Once I Had an Operation <i>1991</i>	Self-image and Your Career <i>1991</i>
Open Doors: A Gender Equity Instruction Kit <i>1993</i>	Sexuality: An Education Resource Book <i>1991</i>
Open or Closed Doors? <i>1994</i>	Small Craft Safety: Instructor Guide and Reference <i>1991</i>
PACE - Police Assisting Community Education <i>1990</i>	Small Cycling - Instructor's Manual (Primary & Junior Levels) <i>1993</i>
The Pal (Peer Assisted Learning) Smoking Prevention <i>1991</i>	Smoke Free (For a New Generation of Non-Smokers) <i>1991</i>
Peace Begins with You <i>1991</i>	Smoking Against Your Will <i>1989</i>
Peer Helpers Plus <i>1995</i>	Something is Wrong at My House <i>1990</i>
Peers Helping Peers <i>1995</i>	Spirit Bay Series <i>1990</i>
Period (Revised Edition) <i>1990</i>	Start-Up Multiculturalism <i>1994</i>
Playing It Safe: A Safety Awareness Program <i>1989</i>	Step By Step: A Prevention Handbook On Alcohol & Other Drug Use <i>1992</i>
Plus I - A Junior Elementary Alcohol/Drug Prevention Programme <i>1990</i>	Substance Abuse Prevention Primary <i>1990</i>
Poisonality <i>1991</i>	The Tale Of A Silly Goose & Other Stories <i>1994</i>
The Police Station <i>1991</i>	Talking About Touching: A Personal Safety Curriculum - British Columbia Edition (Grades 4–5) <i>1990</i>
Positive Discipline <i>1990</i>	Talking About Touching, Personal Safety for Preschool and Kindergartners <i>1989</i>
The Pride of Spirit Bay <i>1990</i>	Talking about Touching, Primary <i>1989</i>
The Puberty Years <i>1990</i>	Teacher and Child <i>1990</i>
The Quarreling Book <i>1991</i>	Teaching With a Multicultural Perspective <i>1994</i>
Racism in Canada <i>1994</i>	
Read to Succeed <i>1990</i>	
The Saddest Time <i>1990</i>	

Title of Resource and Year Recommended

Team S.T.A.R. - Skills for Deciding Together (6–8) <i>1990</i>	What David Found Out <i>1990</i>
The Tenth Good Thing About Barney <i>1989</i>	What Do You Want To Be When You Grow Up? <i>1995</i>
The Tenth Good Thing About Barney (video) <i>1991</i>	What Every Teenager Should Know About Peer Pressure <i>1993</i>
The Tenth Good Thing About Barney (video disc) <i>1991</i>	What is FAS? <i>1989</i>
Through Whose Eyes? Exploring racism: reader, text and context <i>1994</i>	What'cha Gonna Do? <i>1991</i>
Thumbs Down <i>1991</i>	When Your Parents Divorce: The Storm's Inside <i>1989</i>
Tobacco Prevention: A Peer Leadership Approach to Elementary Tobacco Education <i>1995</i>	Who I Am and Who I Want To Be <i>1995</i>
Too Young to Die <i>1990</i>	Who is a Stranger and What Should I Do? <i>1990</i>
Toward Intercultural Understanding <i>1994</i>	The Wizard of No <i>1990</i>
Tribes: A New Way of Learning Together <i>1995</i>	Workplaces Series <i>1992</i>
Tycoon Tykes and Teens <i>1992</i>	The You and Me Series <i>1989</i>
Understanding Anorexia Nervosa and Bulimia <i>1990</i>	Your Choice . . . Our Chance <i>1990</i>
Watersafe <i>1989</i>	Your Skin and the Sun <i>1990</i>
The Weather People <i>1992</i>	Youth Suicide Awareness <i>1991</i>



Title of Resource and Year Recommended

The Accident <i>1990</i>	A Family Again <i>1991</i>
Affirming Diversity: The Sociopolitical Context of Multicultural Education <i>1994</i>	Griff Makes a Date <i>1990</i>
AIDS: A Different Kind Of Germ <i>1991</i>	Hayley's Home Movie <i>1990</i>
AIDS/HIV - Answers for Young People (2nd Edition) <i>1991</i>	Head Full of Questions <i>1991</i>
Amira's Choice <i>1990</i>	Home From Far <i>1990</i>
Angel and Big Joe <i>1990</i>	The Hospital <i>1991</i>
As We Learn to Fall <i>1990</i>	How It Feels - When Parents Divorce <i>1990</i>
Because They're Young <i>1990</i>	How to Talk So Kids Will Listen and Listen So Kids Will Talk <i>1989</i>
Because They're Young <i>1990</i>	How to Talk to Children About Really Important Things <i>1990</i>
Canadian Garbage Collectors <i>1992</i>	InSight Canadian <i>1995</i>
The Canards Move Out <i>1990</i>	The Kids of DeGrassi Street <i>1990</i>
Career Connections <i>1993</i>	Learning for Living (Personal Planning) Curriculum Resource - Primary (K-3) <i>1995</i>
Change: Coping with your Changing World <i>1990</i>	Learning to Say Goodbye <i>1990</i>
Chicken Man <i>1991</i>	Lisa Gets the Picture <i>1990</i>
A Child is Born <i>1991</i>	A Manual on Nonviolence and Children <i>1990</i>
Children in Crisis: Support for Teachers and Parents <i>1994</i>	Many Voices <i>1991</i>
Children of Alcoholics <i>1990</i>	Muskwachees Community: Jason Visits the Reserve <i>1990</i>
Choices, Choices Series <i>1989</i>	Noel Buys a Suit <i>1990</i>
Connie Makes a Catch <i>1990</i>	Oliver Jones <i>1989</i>
Death of a Friend: Helping Children Cope with Grief and Death <i>1991</i>	On Your Own at Home <i>1989</i>
Divorce <i>1991</i>	Our Snowman Had Olive Eyes <i>1990</i>
The Early Years: Laying the Foundations for Racial Equality <i>1994</i>	Positive Discipline <i>1990</i>
Environmental Health <i>1991</i>	The Puberty Years <i>1990</i>
Esteem Builders: A K-8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate <i>1990</i>	Rachel and Marla <i>1991</i>

Title of Resource and Year Recommended

Racism in Canada *1994*

Thumbs Down *1991*

A Real Kid *1990*

A Time to Be Brave *1990*

Summer's End *1990*

What David Found Out *1990*

Tender Places *1990*

What Hurts? (Emotional Abuse) *1990*

The Tenth Good Thing About Barney *1991*

What is FAS? *1989*

The Tenth Good Thing About Barney (video) *1991*

You Can Speak up in Class *1991*

The Tenth Good Thing About Barney (video disc) *1991*

Your Choice . . . Our Chance *1990*

**Title of Resource and Year Recommended**

100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents 1990	Casey Draws the Line 1990
A.S.A.P.: A School-based Anti-violence Program 1995	Catherine Finds Her Balance 1990
The Accident 1990	Choices, Choices Series 1989
Adventures of Rufus and Andy: The Rescue 1991	The Circle of Life 1990
Affirming Diversity: The Sociopolitical Context of Multicultural Education 1994	Connie Makes a Catch 1990
Alien 1994	Critical Issues Series 1991
Angel and Big Joe 1990	Deaf Like Me 1989
As We Learn to Fall 1990	Dealing with Feelings 1991
The Babysitter Course 1990	Death of a Friend: Helping Children Cope with Grief and Death 1991
Babysitting Basics 1991	Differences 1990
BaFa' BaFa' - A Cross Cultural Simulation 1994	Don't Touch 1990
Barnaga: A Simulation Game on Cultural Clashes 1994	Ecotonos: A Problem Solving Decision-Making Simulation 1994
Basic Skills, Language Arts and Film 1990	Environmental Health 1991
Be Your Best Self 1991	Esteem Builders: A K-8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate 1990
Being Safe - Grades 4-6 1990	Everybody Cries Sometimes 1991
Big Save 1990	Feeling Yes, Feeling No 1989
The Blueberry Bicycle 1990	Feelings Series 1991
Bodyrights - A DUSO Approach to Preventing Sexual Abuse of Children Kit 1989	Getting Along 1995
A Budding Reporter 1990	The Giving Book 1990
Buy Me That! A Kid's Survival Guide to T.V. Advertising 1991	Griff Gets a Hand 1990
The C.A.R.E. Kit 1989	Hopscotch 1990
The Canadian Stay-in-School Mentor Strategy Program Development Resource Kit 1995	How It Feels - When Parents Divorce 1990
The Canards Move Out 1990	How to Talk So Kids Will Listen and Listen So Kids Will Talk 1989

Title of Resource and Year Recommended

How to Talk to Children About Really Important Things <i>1990</i>	Plus I - A Junior Elementary Alcohol/Drug Prevention Programme <i>1990</i>
I'll Always Love You <i>1991</i>	Poisonality <i>1991</i>
Inviting School Success: A Self-concept Approach to Teaching and Learning <i>1989</i>	Positive Discipline <i>1990</i>
Karen Keeps her Word <i>1990</i>	The Pride of Spirit Bay <i>1990</i>
The Kids of DeGrassi Street <i>1990</i>	Rabbit Pulls His Weight <i>1990</i>
Learning for Living (Personal Planning) Curriculum Resource Grade 4–7 <i>1995</i>	Rachel Runs for Office <i>1990</i>
Learning for Living (Personal Planning) Curriculum Resource - Primary (K–3) <i>1995</i>	The Safe Child Program <i>1991</i>
Learning to Say Goodbye <i>1990</i>	Saying No to Danger <i>1989</i>
Lisa Gets the Picture <i>1990</i>	Second Step: A Violence Prevention Curriculum, Grades 4–5 <i>1994</i>
Main Street: He's my Brother <i>1990</i>	Second Step: A Violence Prevention Curriculum, Grades 6–8 <i>1994</i>
A Manual on Nonviolence and Children <i>1990</i>	Second Step: A Violence Prevention Curriculum, Primary Second Step Series <i>1989</i>
Many Voices <i>1991</i>	Solving Conflicts <i>1990</i>
Martin Hears the Music <i>1990</i>	Some Scars Do Not Show <i>1991</i>
McGruff Files: People Different, But Alike <i>1994</i>	Songs for Us: Appreciating Differences <i>1989</i>
McGruff on Hallowe'en <i>1991</i>	Spirit Bay Series <i>1990</i>
Mediation in the Schools Program - Elementary <i>1994</i>	Stand up for Yourself - Peer Pressure and Drugs <i>1990</i>
Moving On <i>1995</i>	Standing up for Yourself <i>1991</i>
Muskwachees Community: Jason Visits the Reserve <i>1990</i>	Start-Up Multiculturalism <i>1994</i>
The No Seriously Players: ESL <i>1994</i>	Staying Away From Strangers <i>1989</i>
Noel Buys a Suit <i>1990</i>	Substance Abuse Prevention Primary <i>1990</i>
Open or Closed Doors? <i>1994</i>	Talking About Touching: A Personal Safety Curriculum - British Columbia Edition (Grades 4–5) <i>1990</i>
Peace Begins with You <i>1991</i>	Talking about Touching, Personal Safety for Preschool and Kindergartners <i>1989</i>
Peers Helping Peers <i>1995</i>	Talking about Touching, Primary <i>1989</i>
Personal Safety and Decision Making - Grades 6–7 B.C. Edition <i>1990</i>	

Title of Resource and Year Recommended

Tender Places *1990*

Time for Horatio (video) *1991*

The Tenth Good Thing About Barney *1991*

Two Kinds of Touch *1989*

The Tenth Good Thing About Barney (video) *1991*

The Two of Them *1989*

The Tenth Good Thing About Barney (video disc) *1991*

Water Magic *1990*

That's Stealing *1991*

Words on a Page *1990*

Thumbs Down *1991*

You Can Speak up in Class *1991*

Time for Horatio *1991*



Title of Resource and Year Recommended

100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents <i>1990</i>	Heart Smart Kids <i>1995</i>
Affirming Diversity: The Sociopolitical Context of Multicultural Education <i>1994</i>	HIV/AIDS Prevention: A Peer Leadership Approach to Elementary HIV/AIDS Education <i>1995</i>
Alexander, Who Used to be Rich Last Sunday <i>1991</i>	How To Become An Expert <i>1992</i>
Amazing Grace <i>1992</i>	How to Succeed in Middle School <i>1995</i>
Amazing Grace (video) <i>1994</i>	I'm Going to be an Entomologist <i>1992</i>
Amira's Choice <i>1990</i>	InSight Canadian <i>1995</i>
Angel and Big Joe <i>1990</i>	Jobs for Me <i>1992</i>
Billy Breaks the Chain <i>1990</i>	Learning for Living (Personal Planning) Curriculum Resource Grade 4-7 <i>1995</i>
Bonnie Consolo (Revisited) <i>1990</i>	Learning for Living (Personal Planning) Curriculum Resource - Primary (K-3) <i>1995</i>
A Budding Reporter <i>1990</i>	Lisa Gets the Picture <i>1990</i>
Business is Looking Up <i>1992</i>	Living with Fetal Alcohol Syndrome <i>1991</i>
The Canards Move Out <i>1990</i>	Living with Learning Disabilities <i>1995</i>
Career and Technology Studies <i>1995</i>	Mara's Breathtaking Story <i>1995</i>
Career Connections <i>1993</i>	Open Doors: A Gender Equity Instruction Kit <i>1993</i>
Career Exploration for the '90s <i>1991</i>	Peers Helping Peers <i>1995</i>
Change: Coping with your Changing World <i>1990</i>	The Police Station <i>1991</i>
Choices, Choices Series <i>1989</i>	Rachel Runs for Office <i>1990</i>
Choices Junior <i>1995</i>	Read to Succeed <i>1990</i>
Choices Series <i>1992</i>	Self-image and Your Career <i>1991</i>
Environmental Health <i>1991</i>	Skills for School Success/Advanced Skills for School Success <i>1995</i>
Esteem Builders: A K-8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate <i>1990</i>	Supergrandpa <i>1991</i>
Futures <i>1994</i>	Tobacco Prevention: A Peer Leadership Approach to Elementary Tobacco Education <i>1995</i>
Go Go Goals! - How To Get There <i>1995</i>	

Title of Resource and Year Recommended

Tribes: A New Way of Learning Together *1995*

Who I Am and Who I Want To Be *1995*

Tycoon Tykes and Teens *1992*

Words on a Page *1990*

The Voyage of the Manatee *1990*

Workplaces Series *1992*

What Do You Want To Be When You Grow Up? *1995*

Your Choice . . . Our Chance *1990*

**Title of Resource and Year Recommended**

A.S.A.P.: A School-based Anti-violence Program 1995	Big Save 1990
The Accident 1990	Billy Breaks the Chain 1990
Adventures of Rufus and Andy: The Rescue 1991	The Blueberry Bicycle 1990
Advice on Lice 1989	Bodyrights - A DUSO Approach to Preventing Sexual Abuse of Children Kit 1989
Affirming Diversity: The Sociopolitical Context of Multicultural Education 1994	Bonnie Consolo (Revisited) 1990
AIDS: A Different Kind Of Germ 1991	A Book Takes Root 1995
Alexander, Who Used to be Rich Last Sunday 1991	The Boy Who Cried "Wolf"; Retold in Rebus 1995
Allergies: What They Are, What They Do 1991	Business is Looking Up 1992
Amazing Grace 1992	Butt It Out 1989
Amazing Grace (video) 1994	Buy Me That! A Kid's Survival Guide to T.V. Advertising 1991
Amira's Choice 1990	The C.A.R.E. Kit 1989
Angel and Big Joe 1990	Can I Help? 1994
Anti-bias Curriculum: Tools for Empowering Young Children 1994	Canada's Food Guide to Healthy Eating (Revised) 1993
The Babysitter Course 1990	Canadian Fire Fighters 1992
Babysitting Basics 1991	Canadian Garbage Collectors 1992
The Baseball Card 1995	The Canadian Stay-in-School Mentor Strategy Program Development Resource Kit 1995
Basic Skills, Language Arts and Film 1990	The Canards Move Out 1990
Be a Friend: Children With HIV Speak 1995	Career and Technology Studies 1995
Be Careful Be Safe Series 1995	Career Connections 1993
Be Your Best Self 1991	Career Equity for Youth: Career Counselling with Diverse Populations 1994
Because They're Young 1990	A Carpenter 1991
Because They're Young (video) 1990	Casey Draws the Line 1990
Being Ready: A Response to a Sudden Death in an Elementary School 1995	Catherine Finds Her Balance 1990
Being Responsible 1991	

Title of Resource and Year Recommended

Change: Coping with your Changing World 1990	Dental Health Resource Kit For Preschools 1989
Changing Perspectives: A Resource Guide for Antiracist and Ethnocultural-Equity Education 1994	Discover Together: A Disability Awareness Resource 1994
Chicken Man 1991	Discovery Library of Careers 1995
Children in Crisis: Support for Teachers and Parents 1994	Divorce 1991
Children of Alcoholics 1990	The Early Years: Laying the Foundations for Racial Equality 1994
Childsafe: A Parent's Guide to First Aid and Safety (Revised Edition) 1995	Earthquake: Being Prepared at Home and School 1995
Choices, Choices Series 1989	Eat, Think and Be Healthy 1990
Choices Junior 1995	Ecotonos: A Problem Solving Decision-Making Simulation 1994
Choices Series 1992	Emergency Services: Hotline to Help! 1990
The Circle of Life 1990	Environmental Health 1991
Class Discussions for Teachers and Counsellors in Elementary School 1995	Especially You 1990
Clean Club 1991	Esteem Builders: A K-8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate 1990
Come Sit By Me 1993	Even Little Kids Get Diabetes 1995
Connie Makes a Catch 1990	Everybody Cries Sometimes 1991
A Cool Kid Like Me 1991	Everything You Need To Know About Discrimination 1994
Courtesy Is Caring 1989	Facing Up: A Violence Prevention Video (Grades 2-7) 1990
Critical Issues Series 1991	Family Connections 1991
Dancing Feathers 1990	Feeling Yes, Feeling No 1989
A Day in the Life of Martin Dooper 1995	Feelings Series 1991
Deaf Like Me 1989	The Fight 1989
Dealing with Feelings 1991	Figuring It Out 1995
Death of a Friend: Helping Children Cope with Grief and Death 1991	The Fire Station 1991
Dental Health: A Teacher's Guide K-12 1990	

Title of Resource and Year Recommended

Follow My Leader <i>1990</i>	How it Feels - To Be Adopted <i>1990</i>
The Food Dudes, Surrey School Meal Nutrition Education Program <i>1995</i>	How it Feels - When a Parent Dies <i>1990</i>
Freedom's Plow <i>1994</i>	How It Feels - When Parents Divorce <i>1990</i>
Germ Smart <i>1991</i>	How to Become an Expert <i>1992</i>
Get Aboard <i>1990</i>	How to Succeed in Middle School <i>1995</i>
Getting Along <i>1995</i>	How to Talk So Kids Will Listen and Listen So Kids Will Talk <i>1989</i>
The Giving Book <i>1990</i>	How to Talk to Children About Really Important Things <i>1990</i>
Go Go Goals! - How To Get There <i>1995</i>	Human and Animal Beginnings III <i>1991</i>
Goofy's Hygiene Game <i>1991</i>	Hurray For Me <i>1990</i>
Grief In Children: A Handbook for Adults <i>1995</i>	I Know <i>1990</i>
Griff Makes a Date <i>1990</i>	I'll Always Love You <i>1991</i>
Hack's Choice <i>1990</i>	I'm Going to be an Entomologist <i>1992</i>
Hand in Hand: Multicultural Experiences for Young Children <i>1994</i>	I'm Mad <i>1995</i>
Head to Head with Lice <i>1995</i>	I'm No Fool Having Fun <i>1989</i>
Healthy Choices: Balanced Meals <i>1992</i>	I'm No Fool in Water <i>1989</i>
Healthy Learning Songs Activities and Projects <i>1989</i>	If I Were in Charge of the World and Other Worries <i>1990</i>
Healthy Schools: A Planning Guide for Classroom Teachers to Create a Healthier School Environment <i>1991</i>	InSight Canadian <i>1995</i>
Healthy Schools in British Columbia <i>1992</i>	Inter-Ministry Child Abuse Handbook: An Integrated Approach to Child Abuse and Neglect <i>1990</i>
Heart Smart Kids <i>1995</i>	Inviting School Success: A Self-concept Approach to Teaching and Learning <i>1989</i>
Heather Becomes a Fire Fighter <i>1989</i>	It's Better Together <i>1992</i>
HIV/AIDS Prevention: A Peer Leadership Approach to Elementary HIV/AIDS Education <i>1995</i>	It's Me, Claudia <i>1989</i>
Hopscotch <i>1990</i>	Jobs for Me <i>1992</i>
The Hospital <i>1991</i>	Karen Keeps her Word <i>1990</i>

Title of Resource and Year Recommended

The Kids of DeGrassi Street 1990	Many Voices 1991
Learn Not To Burn Curriculum 1991	Mara's Breathtaking Story 1995
Learn Not To Burn Resource Books 1995	Martin Hears the Music 1990
Learning About AIDS 1990	Martin Meets the Pirates 1990
Learning About Courtesy 1994	McGruff Files: People Different, But Alike 1994
Learning for Living (Personal Planning) Curriculum Resource Grade 4-7 1995	McGruff on Hallowe'en 1991
Learning for Living (Personal Planning) Curriculum Resource - Primary (K-3) 1995	Mediation in the Schools Program - Elementary 1994
Learning to Say Goodbye 1990	Meet Peter, the Immigrant 1995
Leave It Alone 1989	Mickey's Safety Club: Hallowe'en Surprises 1991
Let Me Tell You About My Baby 1989	More Than a Lumberjack Careers Kit 1994
The Library 1991	Moving On 1995
Lifetimes 1989	Mum, How Do You Spell Gorbatorf? 1990
Lilith Summer 1990	The Mural 1995
Lisa Gets the Picture 1990	Muskwachees Community: Jason Visits the Reserve 1990
Little Nino's Pizzeria 1992	My Puppy is Born 1991
Living with Fetal Alcohol Syndrome 1991	Never Say Yes to a Stranger 1990
Living with Learning Disabilities 1995	Next Time I Will 1995
Living With Parents Who Drink Too Much 1991	Noel Buys a Suit 1990
Living with Sunshine 1993	Oceanography Book 1992
Lost In The Woods (video) 1989	Oliver Jones 1989
Lost in the Woods: Child Survival 1989	On Our Way: A Passport to Traffic Safety 1989
Main Street: He's my Brother 1990	On Our Way: The Traffic Safety Book 1989
Mandy 1994	On Our Way with Captain Click and Friends - Traffic Safety Seasonal Activities 1991
A Manual on Nonviolence and Children 1990	On Your Own at Home 1989
	Once I Had an Operation 1991

Title of Resource and Year Recommended

Open Doors: A Gender Equity Instruction Kit 1993	A Real Kid 1990
Our Wonderful Body Series 1995	Ronno's 'Getting Along with Others' Theme Package 1991
PACE - Police Assisting Community Education 1990	Ronno's 'Lunchbag Lizard' Teacher Resource Package 1991
Pathways 1995	Ronno's 'Self-esteem' Theme Package 1991
Peace Begins with You 1991	The Safe Child Program 1991
Peace in the Classroom: Practical Lessons in Living for Elementary-Age Children 1995	Samantha Gets a Visitor 1990
Peer Helpers Plus 1995	Saying No to Danger 1989
Peers Helping Peers 1995	School Days 1995
PeopleSavers 1995	School Food - Giving Students a Better Break 1991
Planting Seeds 1991	School Garden Guidelines - How to Teach Children About Nutrition and the Environment 1990
The Play 1994	School's Cool 1995
Playing It Safe: A Safety Awareness Program 1989	Second Step: A Violence Prevention Curriculum, Grades 4-5 1994
Plus I - A Junior Elementary Alcohol/Drug Prevention Programme 1990	Second Step: A Violence Prevention Curriculum, Grades 6-8 1994
Poisonality 1991	Second Step: A Violence Prevention Curriculum, Primary Second Step Series 1989
The Police Station 1991	Self-Care Sequential Cards 1994
Positive Discipline 1990	Self-image and Your Career 1991
Positive Self-Talk for Children: Teaching Self-Esteem Through Affirmation 1995	Shark in School 1995
The Potluck Supper Kit 1989	The Six Pillars of Self-Esteem 1995
The Puberty Years 1990	Skills for School Success / Advanced Skills for School Success 1995
The Quarreling Book 1991	Small Craft Safety: Instructor Guide and Reference 1991
Rabbit Pulls His Weight 1990	Smoke Free (For a New Generation of Non-Smokers) 1991
Rachel and Marla 1991	Smoking Against Your Will 1989
Racism in Canada 1994	
Read to Succeed 1990	

Title of Resource and Year Recommended

Smoking: No Thanks 1995	Tell the World 1995
Solving Conflicts 1990	The Tenth Good Thing About Barney 1989
Some Scars Do Not Show 1991	The Tenth Good Thing About Barney (video) 1991
Something is Wrong at My House 1990	The Tenth Good Thing About Barney (video disc) 1991
Songs for Peacemakers: Conflict Resolution Program 1994	That's Stealing 1991
Songs for Us: Appreciating Differences 1989	Through Grandpa's Eyes 1991
Stand up for Yourself - Peer Pressure and Drugs 1990	Thumbs Down 1991
Standing up for Yourself 1991	Time for Horatio 1991
Start-Up Multiculturalism 1994	Time for Horatio (video) 1991
Staying Away From Strangers 1989	Tips for Healthy Eating 1994
Step By Step: A Prevention Handbook On Alcohol & Other Drug Use 1992	Tobacco Prevention: A Peer Leadership Approach to Elementary Tobacco Education 1995
Story Hour Starring Megan 1995	Toward Intercultural Understanding 1994
Substance Abuse Prevention Primary 1990	Tribes: A New Way of Learning Together 1995
Supergrandpa 1991	Two Kinds of Touch 1989
Taking Chances: Teens and Risk 1995	The Two of Them 1989
The Tale Of A Silly Goose & Other Stories 1994	Tycoon Tykes and Teens 1992
Talking About Touching: A Personal Safety Curriculum - British Columbia Edition (Grades 4-5) 1990	The Very Best of Friends 1991
Talking about Touching, Personal Safety for Preschool and Kindergartners 1989	Water Magic 1990
Talking about Touching, Primary 1989	Watersafe 1989
Taming the Dragon - Learning to Benefit from Feelings 1995	We Can All Get Along - 50 Steps You Can Take to Help End Racism at Home, at Work, in Your Community 1994
Teacher and Child 1990	The Weather People 1992
Teaching With a Multicultural Perspective 1994	What Do You Want To Be When You Grow Up? 1995
Team S.T.A.R. - Skills for Deciding Together (6-8) 1990	What is FAS? 1989
	What'cha Gonna Do? 1991

Title of Resource and Year Recommended

What's Wrong With Vandalism *1989*

Workplaces Series *1992*

When Your Parents Divorce: The Storm's Inside *1989*

The You and Me Series *1989*

Who I Am and Who I Want To Be *1995*

You Can Speak up in Class *1991*

Who is a Stranger and What Should I Do? *1990*

Your Choice . . . Our Chance *1990*

The Wizard of No *1990*

Your Rights (Episode 1) *1994*

Words on a Page *1990*

**Title of Resource and Year Recommended**

100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents 1990	Biography 1994
The Accident 1990	Bodyrights - A DUSO Approach to Preventing Sexual Abuse of Children Kit 1989
Adventures of Rufus and Andy: The Rescue 1991	A Budding Reporter 1990
Affirming Diversity: The Sociopolitical Context of Multicultural Education 1994	Butt It Out 1989
AIDS: A Different Kind Of Germ 1991	The C.A.R.E. Kit 1989
AIDS and You 1993	Canada's Food Guide to Healthy Eating (Revised) 1993
AIDS/HIV - Answers for Young People (2nd Edition) (video) 1991	Career Connections 1993
AIDS/HIV - Answers for Young People (2nd Edition) (video disc) 1993	Career Equity for Youth: Career Counselling with Diverse Populations 1994
Alexander, Who Used to be Rich Last Sunday 1991	A Carpenter 1991
Alien 1994	Catherine Finds Her Balance 1990
Amazing Grace 1992	A Chair for My Mother 1992
Amazing Grace (video) 1994	Change: Coping with your Changing World 1990
Amira's Choice 1990	Chicken Man 1991
Angel and Big Joe 1990	Children in Crisis: Support For Teachers and Parents 1994
As We Learn to Fall 1990	Choices, Choices Series 1989
Babysitting Basics 1991	Choices Junior 1995
BaFa' BaFa' - A Cross Cultural Simulation 1994	The Circle of Life 1990
Be Your Best Self 1991	Clean Club 1991
Because They're Young 1990	Come Sit By Me 1993
Because They're Young (video) 1990	Community Skills: Learning For Living Teacher Resource Book Primary 1989
Being Responsible 1991	Connie Makes a Catch 1990
Being Safe - Grades 4-6 1990	A Conversation with Magic 1993
Billy Breaks the Chain 1990	A Cool Kid Like Me 1991
	Courtesy is Caring 1989

Title of Resource and Year Recommended

Deaf Like Me 1989	Hayley's Home Movie 1990
Dealing with Feelings 1991	Heather Becomes a Fire Fighter 1989
Death of a Friend: Helping Children Cope with Grief and Death 1991	Home From Far 1990
Differences 1990	Hopscotch 1990
Divorce 1991	How It Feels - When Parents Divorce 1990
Don't Touch 1990	How To Become An Expert 1992
The Early Years: Laying the Foundations for Racial Equality 1994	How to Talk So Kids Will Listen and Listen So Kids Will Talk 1989
Ecotonos: A Problem Solving Decision-Making Simulation 1994	How to Talk to Children About Really Important Things 1990
Esteem Builders: A K-8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate 1990	I Have AIDS A Teenager's Story 1993
Everybody Cries Sometimes 1991	I'll Always Love You 1991
Everything You Need To Know About Bias Incidents 1994	If I Were in Charge of the World and Other Worries 1990
Everything You Need To Know About Discrimination 1994	InSight Canadian 1995
Facing Up: A Violence Prevention Video (Grades 2-7) 1990	Inter-Ministry Child Abuse Handbook: An Integrated Approach to Child Abuse and Neglect 1990
Feeling Yes, Feeling No 1989	Inviting School Success: A Self-concept Approach to Teaching and Learning 1989
Feelings Series 1991	It's Me, Claudia 1989
Futures 1994	Jobs for Me 1992
The Giving Book 1990	Just Like Anyone Else: Living with Disabilities 1991
Global Issues 1994	Justice 1994
Goofy's Hygiene Game 1991	The Kids of DeGrassi Street 1990
Griff Gets a Hand 1990	Learning to Say Goodbye 1990
Griff Makes a Date 1990	Letters To Marcia: A Teacher's Guide to Anti-Racist Education 1994
Hand in Hand: Multicultural Experiences for Young Children 1994	Lost In The Woods (video) 1989
	Lost In The Woods: Child Survival 1989

Title of Resource and Year Recommended

Main Street: He's My Brother <i>1990</i>	Personal Safety and Decision Making - Grades 6-7 B.C. Edition <i>1990</i>
A Manual on Nonviolence and Children <i>1990</i>	Plus I - A Junior Elementary Alcohol/Drug Prevention Programme <i>1990</i>
Many Voices <i>1991</i>	The Police Station <i>1991</i>
Martin Hears the Music <i>1990</i>	Pow Wow <i>1992</i>
Martin Meets the Pirates <i>1990</i>	The Puberty Years <i>1990</i>
McGruff Files: People Different, But Alike <i>1994</i>	Rabbit Goes Fishing <i>1990</i>
McGruff on Hallowe'en <i>1991</i>	Rabbit Pulls His Weight <i>1990</i>
Mickey's Safety Club: Hallowe'en Surprises <i>1991</i>	Rachel and Marla <i>1991</i>
A Million Teenagers (5th Edition) <i>1993</i>	Rachel Runs for Office <i>1990</i>
A Million Teenagers (5th Edition) (video) <i>1993</i>	Racism in Canada <i>1994</i>
More Than a Lumberjack Careers Kit <i>1994</i>	Read to Succeed <i>1990</i>
Multiculturalism <i>1994</i>	Ronno's 'Self-esteem' Theme Package <i>1991</i>
Muskwachees Community: Jason Visits the Reserve <i>1990</i>	The Saddest Time <i>1990</i>
The New Canadian Kid <i>1992</i>	The Safe Child Program <i>1991</i>
The No Seriously Players: ESL <i>1994</i>	Saying No to Danger <i>1989</i>
Noel Buys a Suit <i>1990</i>	Second Step: A Violence Prevention Curriculum, Grades 4-5 <i>1994</i>
Oceanography Book <i>1992</i>	Second Step: A Violence Prevention Curriculum, Grades 6-8 <i>1994</i>
On Your Own at Home <i>1989</i>	Second Step: A Violence Prevention Curriculum, Primary Second Step Series <i>1989</i>
Open Doors: A Gender Equity Instruction Kit <i>1993</i>	Self-image and Your Career <i>1991</i>
Open or Closed Doors? <i>1994</i>	Sharing and Cooperation <i>1991</i>
Our Snowman Had Olive Eyes <i>1990</i>	Some Scars Do Not Show <i>1991</i>
PACE - Police Assisting Community Education <i>1990</i>	Songs for Us: Appreciating Differences <i>1989</i>
Pathways <i>1995</i>	Spirit Bay Series <i>1990</i>
Peace Begins with You <i>1991</i>	
Period (Revised Edition) <i>1990</i>	

Title of Resource and Year Recommended

Standing up for Yourself <i>1991</i>	Time for Horatio <i>1991</i>
Staying Away From Strangers <i>1989</i>	Time for Horatio (video) <i>1991</i>
Summer's End <i>1990</i>	A Time to Be Brave <i>1990</i>
Supergrandpa <i>1991</i>	Toward Intercultural Understanding <i>1994</i>
The Tale Of A Silly Goose & Other Stories <i>1994</i>	Two Kinds of Touch <i>1989</i>
Talking About Touching: A Personal Safety Curriculum - British Columbia Edition (Grades 4–5) <i>1990</i>	The Two of Them <i>1989</i>
Talking About Touching, Personal Safety for Preschool and Kindergartners <i>1989</i>	Tycoon Tykes and Teens <i>1992</i>
Talking about Touching, Primary <i>1989</i>	Understanding Anorexia Nervosa and Bulimia <i>1990</i>
Teaching With a Multicultural Perspective <i>1994</i>	Values <i>1994</i>
Tender Places <i>1990</i>	What Every Teenager Should Know About Peer Pressure <i>1993</i>
The Tenth Good Thing About Barney <i>1989</i>	What Hurts? (Emotional Abuse) <i>1990</i>
The Tenth Good Thing About Barney (video) <i>1991</i>	When Your Parents Divorce: The Storm's Inside <i>1989</i>
The Tenth Good Thing about Barney (video disc) <i>1991</i>	Who I Am and Who I Want To Be <i>1995</i>
That's Stealing <i>1991</i>	Words on a Page <i>1990</i>
Through Grandpa's Eyes <i>1991</i>	The You and Me Series <i>1989</i>
Through Whose Eyes? Exploring racism: reader, text and context <i>1994</i>	You Can Speak up in Class <i>1991</i>
Thumbs Down <i>1991</i>	Your Choice . . . Our Chance <i>1990</i>
	Youth Suicide Awareness <i>1991</i>



APPENDIX E: LEARNING RESOURCES 8 TO 12

The following list of learning resources supports the B.C. Life Skills program, and has been prepared to help teachers find resources that relate to each life skill area.

For more information or a complete list of Recommended Learning Resources, please consult the Career and Personal Planning 8 to 12 Recommended Learning Appendix (ANN0032).

**Title of Resource and Year Recommended**

10,000 Hats 1995	Engage 1995
Atlantic Spectrum '95 1995	Expanding Your Horizons - A Career Guide 1995
The Breakaway Company: A Complete Career Readiness Program 1995	Financial Aid (Choices 95) 1995
Bridges: Making the Transition from School to Work 1995	Funding Post-Secondary Education in Canada (1995/96 Edition) 1995
Building The Future: Profiles of Canadian Women In Trades 1992	The Girl Child: An Investment in the Future 1995
Career and Technology Studies 1995	A Good Job For a Woman - Aviation 1995
Career Choices 1995	A Good Job For a Woman - Engineers 1995
Career Connection Video Series 1995	Heart Beats 1995
Career Connections 1993	InSight 1991
Career Connections II 1995	InSight Canadian 1995
Career Decision-Making System - Revised Canadian Edition 1995	Job Futures: British Columbia Occupational Outlooks (1993) 1995
Career Directions 1995	Jobs for Me 1992
Career Moves Series 1995	Jobstories: I Like the Work, I Like the Money 1991
Career World Complete Program 1994	Knowledge for Youth About Careers 1993
Careers for the Future 1995	Learning For Success (2nd Edition) 1995
Choices and Education 1995	The Learning Revolution 1995
Choices (Education) 1992	Living with Learning Disabilities 1995
Choices Junior 1995	Mentorship Co-op: "It Works" 1995
Choices Junior (MacIntosh) 1992	A New Leaf: Career Planning For The '90s 1995
Choices (Occupations) 1992	Ontario Spectrum '95 1995
Choices Series 1992	Open Doors: A Gender Equity Instruction Kit 1993
Claiming the Future 1992	Pathways: A Personal Project Management System 1992
Creating Self-Portraits 1995	Peer Helpers Plus 1995
Decision Deck 1995	Peer Power, Book 1 (3rd Edition) 1995

Title of Resource and Year Recommended

Planning for Success <i>1995</i>	Teens and Careers - A Parent's Guide <i>1995</i>
Québec Spectrum '95 <i>1995</i>	Thresholds <i>1995</i>
Secrets To College Success <i>1995</i>	The Transition Years <i>1995</i>
Seeking & Maintaining Employment - An Activity Based Teaching Unit For Developing the Essential Knowledge, Skills & Attitudes <i>1995</i>	Transitions: A Practical Guide to the Workplace <i>1992</i>
Self-image and Your Career <i>1991</i>	Tribes: A New Way of Learning Together <i>1995</i>
Sexual Harassment: It's Hurting People <i>1995</i>	Tycoon Tykes and Teens <i>1992</i>
Strategies for Career and Life Management <i>1992</i>	Western Spectrum '95 <i>1995</i>
Success Test <i>1995</i>	What Do You Want To Be When You Grow Up? <i>1995</i>
Take Hold of Your Future (2nd Edition) <i>1995</i>	Where the Jobs Are: Career Survival for Canadians in the New Global Economy <i>1995</i>
	Who I Am and Who I Want To Be <i>1995</i>

**Title of Resource and Year Recommended**

10,000 Hats <i>1995</i>	Choices and Education <i>1995</i>
Amira's Choice <i>1990</i>	Choices (Education) <i>1992</i>
Atlantic Spectrum '95 <i>1995</i>	Choices Junior <i>1995</i>
Biography <i>1994</i>	Choices Junior (MacInstosh) <i>1992</i>
The Breakaway Company: A Complete Career Readiness Program <i>1995</i>	Choices (Occupations) <i>1992</i>
Bridges: Making the Transition from School to Work <i>1995</i>	Choices Series <i>1992</i>
A Budding Reporter <i>1990</i>	Claiming the Future <i>1992</i>
Building The Future: Profiles of Canadian Women In Trades <i>1992</i>	Creating Self-Portraits <i>1995</i>
Campus Bound <i>1995</i>	Decision Deck <i>1995</i>
Canadian Portraits <i>1994</i>	Discovering Science <i>1995</i>
The Canadian Stay-in-School Mentor Strategy Program Development Resource Kit <i>1995</i>	Engage <i>1995</i>
Career and Technology Studies <i>1995</i>	Expanding Your Horizons - A Career Guide <i>1995</i>
Career Choices <i>1995</i>	Feeling Good <i>1995</i>
Career Connection Video Series <i>1995</i>	Figuring It Out <i>1995</i>
Career Connections <i>1993</i>	Financial Aid (Choices 95) <i>1995</i>
Career Connections II <i>1995</i>	Funding Post-Secondary Education in Canada (1995/96 Edition) <i>1995</i>
Career Decision-Making System - Revised Canadian Edition <i>1995</i>	Future Focus <i>1991</i>
Career Directions <i>1995</i>	The Girl Child: An Investment in the Future <i>1995</i>
Career Equity for Youth: Career Counselling with Diverse Populations <i>1994</i>	A Good Job For a Woman - Aviation <i>1995</i>
Career Exploration for the '90s <i>1991</i>	A Good Job For a Woman - Engineers <i>1995</i>
Career Moves Series <i>1995</i>	Heart Beats <i>1995</i>
Career World Complete Program <i>1994</i>	How to Choose a Career <i>1995</i>
Careers for the Future <i>1995</i>	InSight <i>1991</i>
	InSight Canadian <i>1995</i>
	Jenny's Choices <i>1995</i>

Title of Resource and Year Recommended

Job Futures: British Columbia Occupational Outlooks (1993) 1995	Playing it Straight 1994
Jobs for Me 1992	Power Over Time 1995
Jobstories: I Like the Work, I Like the Money 1991	Put Work In It's Place 1995
Knowledge for Youth About Careers 1993	Québec Spectrum '95 1995
Labour Market Information Resources for Career Practitioners 1995	The Real Game 1995
Learn a Skill 1992	School Girls: Young Women, Self-Esteem and the Confidence Gap 1995
Learning For Success (2nd Edition) 1995	Secrets To College Success 1995
The Learning Revolution 1995	Seeking & Maintaining Employment - An Activity Based Teaching Unit For Developing the Essential Knowledge, Skills & Attitudes 1995
Making Sense Out of Labour Market Information 1995	Self-image and Your Career 1991
Math . . . Who Needs It?! 1995	Strategies for Career and Life Management 1992
Mentorship Co-op: "It Works" 1995	Student Workshop - Job Interview Skills 1995
National Guide to College and University Programmes 1995	Success Test 1995
A New Leaf: Career Planning For The '90s 1995	Supervisor's Survival Kit 1995
Not For Sale: Ethics in the American Workplace 1995	Take Hold of Your Future (2nd Edition) 1995
Ontario Spectrum '95 1995	Teens and Careers - A Parent's Guide 1995
Open Doors: A Gender Equity Instruction Kit 1993	Thresholds 1995
Opening the Doors to Canadian Medical Schools 1995	Toddler Safety: What Lily Learned 1995
Paramedics Educational 1995	Towards 2000
Pathways 1995	The Transition Years 1995
Pathways: A Personal Project Management System 1992	Transitions: A Practical Guide to the Workplace 1992
Peer Helpers Plus 1995	Tycoon Tykes and Teens 1992
Peer Power, Book 1 (3rd Edition) 1995	Volunteers Are People Like You 1995
Planning for Success 1995	Western Spectrum '95 1995

Title of Resource and Year Recommended

What Do You Want To Be When You Grow Up? *1995*

Who We Are / Nos vies, nos racines *1995*

What's WHMIS? *1995*

Why Not Me? *1995*

Where the Jobs Are: Career Survival for Canadians in the
New Global Economy *1995*

Working Together (Revised Edition) *1995*

Your Boss and You *1992*



Title of Resource and Year Recommended

A.S.A.P.: A School-based Anti-violence Program 1995	Engage 1995
Abstinence: Deciding to Wait 1993	Esteem Builders: A K–8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate 1990
Abuse Prevention - A Two Part Program for E.A.L. Adolescents 1995	Feeling Good 1995
Affirming Diversity: The Sociopolitical Context of Multicultural Education 1994	Getting Along 1995
AIDS Education Resource and HIV Simulation Game (2nd Edition) 1993	He's No Hero 1992
Alcohol 1992	Heart Beats 1995
Alien 1994	How It Feels - When Parents Divorce 1990
Angel and Big Joe 1990	Juggling Cultures: A Program for Youth Living in a Multicultural Society 1995
Babysitting Basics 1991	Know How: A Video on Abstinence For Teens 1993
BaFa' BaFa' - A Cross Cultural Simulation 1994	Learning For Success (2nd Edition) 1995
Barnaga: A Simulation Game on Cultural Clashes 1994	Life Without Fear 1994
Be Your Best Self 1991	Madison Series 1992
Being Safe - Grades 4–6 1990	Main Street: He's my Brother 1990
A Budding Reporter 1990	Male and Female: Respecting Each Other 1995
The Canadian Stay-in-School Mentor Strategy Program Development Resource Kit 1995	Mediation in the Schools Program - Secondary 1994
Career Choices 1995	Open or Closed Doors? 1994
Child Abuse Prevention Program for Adolescents, Part 1 1995	Peer Power, Book 1 (3rd Edition) 1995
The Communication Lab: A Strategy to Improve Self-Concept and Interpersonal Skills 1995	Playing it Straight 1994
Date Rape: It Happened to Me 1992	Positive Discipline 1990
Don't Touch 1990	Preventing Violence in Families and in Relationships: A Resource Guide 1995
Ecotonos: A Problem Solving Decision-Making Simulation 1994	Right from the Start - A Look at Dating Violence Prevention for Teens (School Version) 1992
	Second Step: A Violence Prevention Curriculum, Grades 6–8 1994

Title of Resource and Year Recommended

Speak It! From The Heart of Black Nova Scotia <i>1994</i>	“Ungame” Manipulative Game - Regular and Teen Versions <i>1992</i>
Speak Up, Speak Out: Learning To Say No To Drugs <i>1992</i>	Violence Inside Out <i>1995</i>
Stand up for Yourself - Peer Pressure and Drugs <i>1990</i>	The Walch Real Life Series <i>1995</i>
Start-Up Multiculturalism <i>1994</i>	Working Together (Revised Edition) <i>1995</i>
Strategies for Career and Life Management <i>1992</i>	You Can Speak up in Class <i>1991</i>
Thumbs Down <i>1991</i>	You’re Allowed to Be Happy! <i>1992</i>
Towards 2000 <i>1992</i>	Your Boss and You <i>1992</i>



Title of Resource and Year Recommended

Affirming Diversity: The Sociopolitical Context of Multicultural Education <i>1994</i>	How It Feels - When Parents Divorce <i>1990</i>
AIDS: Allie's Story <i>1993</i>	In Darkest Hollywood: Cinema and Apartheid <i>1994</i>
AIDS/HIV - Answers for Young People (2nd Edition) (video) <i>1991</i>	InSight Canadian <i>1995</i>
AIDS/HIV - Answers for Young People (2nd Edition) (video disc) <i>1993</i>	Juggling Cultures: A Program for Youth Living in a Multicultural Society <i>1995</i>
Amira's Choice <i>1990</i>	Kecia - Words to Live By <i>1993</i>
Angel and Big Joe <i>1990</i>	Madison Series <i>1992</i>
British Columbia: The West on this Rock <i>1994</i>	Minoru: Memory of Exile <i>1994</i>
Career Connections <i>1993</i>	Positive Discipline <i>1990</i>
Career Connections II <i>1995</i>	The Puberty Years <i>1990</i>
Career World Complete Program <i>1994</i>	Racism in Canada <i>1994</i>
Change: Coping with your Changing World <i>1990</i>	Thumbs Down <i>1991</i>
A Child is Born <i>1991</i>	Towards 2000 <i>1992</i>
Children in Crisis: Support for Teachers and Parents <i>1994</i>	Transitions: A Practical Guide to the Workplace <i>1992</i>
Dedicated to the One I Love <i>1993</i>	Video Stories <i>1994</i>
Esteem Builders: A K–8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate <i>1990</i>	What is FAS? <i>1989</i>
A Family Again <i>1991</i>	What of Tomorrow? <i>1992</i>
Future Focus <i>1991</i>	Where the Jobs Are: Career Survival for Canadians in the New Global Economy <i>1995</i>
Growing Up Gay <i>1992</i>	Witness: Dr. Peter <i>1993</i>
Head Full of Questions <i>1991</i>	You Can Speak up in Class <i>1991</i>



Title of Resource and Year Recommended

Accelerate Your Learning 1995	Esteem Builders: A K–8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate 1990
Affirming Diversity: The Sociopolitical Context of Multicultural Education 1994	Expanding Your Horizons - A Career Guide 1995
Amira's Choice 1990	Financial Aid (Choices 95) 1995
Angel and Big Joe 1990	Future Focus 1991
Atlantic Spectrum '95 1995	Futures 1994
Bonnie Consolo (Revisited) 1990	Heart Beats 1995
The Breakaway Company: A Complete Career Readiness Program 1995	How to Succeed in Middle School 1995
A Budding Reporter 1990	InSight Canadian 1995
Building The Future: Profiles of Canadian Women In Trades 1992	Job Futures: British Columbia Occupational Outlooks (1993) 1995
Career and Technology Studies 1995	Jobs for Me 1992
Career Choices 1995	Jobstories: I Like the Work, I Like the Money 1991
Career Connections 1993	Knowledge for Youth About Careers 1993
Career Connections II 1995	Learn a Skill 1992
Career Exploration for the '90s 1991	The Learning Revolution 1995
Career Moves Series 1995	Living with Fetal Alcohol Syndrome 1991
Career World Complete Program 1994	Living with Learning Disabilities 1995
Change: Coping with your Changing World 1990	MacDine Perfect 1992
Choices and Education 1995	Mara's Breathtaking Story 1995
Choices Junior 1995	Mentorship Co-op: "It Works" 1995
Choices (Occupations) 1992	Ontario Spectrum '95 1995
Choices Series 1992	Open Doors: A Gender Equity Instruction Kit 1993
Decision Deck 1995	The Parent's License 1992
Engage 1995	Pathways: A Personal Project Management System 1992

Title of Resource and Year Recommended

Planning for Success <i>1995</i>	Thresholds <i>1995</i>
Québec Spectrum '95 <i>1995</i>	The Transition Years <i>1995</i>
Secrets To College Success <i>1995</i>	Transitions: A Practical Guide to the Workplace <i>1992</i>
Seeking & Maintaining Employment - An Activity Based Teaching Unit For Developing the Essential Knowledge, Skills & Attitudes <i>1995</i>	Tribes: A New Way of Learning Together <i>1995</i>
Self-image and Your Career <i>1991</i>	Tycoon Tykes and Teens <i>1992</i>
Skills for School Success/Advanced Skills for School Success <i>1995</i>	Under Control <i>1995</i>
Strategies for Career and Life Management <i>1992</i>	What Do You Want To Be When You Grow Up? <i>1995</i>
Success Test <i>1995</i>	Where the Jobs Are: Career Survival for Canadians in the New Global Economy <i>1995</i>
Teens and Careers - A Parent's Guide <i>1995</i>	Who I Am and Who I Want To Be <i>1995</i>
	Why Not Me? <i>1995</i>

**Title of Resource and Year Recommended**

10,000 Hats <i>1995</i>	Be Your Best Self <i>1991</i>
A.S.A.P.: A School-based Anti-violence Program <i>1995</i>	Becoming Barbie <i>1995</i>
Abstinence: Deciding to Wait <i>1993</i>	Being Safe - Grades 4–6 <i>1990</i>
Abuse Prevention - A Two Part Program for E.A.L. Adolescents <i>1995</i>	Biography <i>1994</i>
Accelerate Your Learning <i>1995</i>	The Boat Pro Manual <i>1995</i>
Affirming Diversity: The Sociopolitical Context of Multicultural Education <i>1994</i>	Boatwise <i>1995</i>
AIDS: Allie's Story <i>1993</i>	Bonnie Consolo (Revisited) <i>1990</i>
AIDS and You <i>1993</i>	Boys will be Boys <i>1995</i>
AIDS Education Resource and HIV Simulation Game (2nd Edition) <i>1993</i>	The Breakaway Company: A Complete Career Readiness Program <i>1995</i>
AIDS: Opposing Viewpoints <i>1993</i>	Breast Self-exam for Teens <i>1995</i>
AIDS: The New Facts of Life <i>1993</i>	Bridges: Making the Transition from School to Work <i>1995</i>
AIDS: What Everyone Needs to Know (w/o Condom) <i>1995</i>	British Columbia: The West on this Rock <i>1994</i>
Alcohol <i>1992</i>	A Budding Reporter <i>1990</i>
Alien <i>1994</i>	Building The Future: Profiles of Canadian Women In Trades <i>1992</i>
Amira's Choice <i>1990</i>	Campus Bound <i>1995</i>
Angel and Big Joe <i>1990</i>	Canada's Food Guide to Healthy Eating (Revised) <i>1993</i>
Anger in the Classroom <i>1995</i>	Canadian Portraits <i>1994</i>
Art Against Racism <i>1994</i>	The Canadian Stay-in-School Mentor Strategy Program Development Resource Kit <i>1995</i>
Atlantic Spectrum '95 <i>1995</i>	Career and Technology Studies <i>1995</i>
Attitudes <i>1995</i>	Career Choices <i>1995</i>
Babysitting Basics <i>1991</i>	Career Connection Video Series <i>1995</i>
BaFa' BaFa' - A Cross Cultural Simulation <i>1994</i>	Career Connections <i>1993</i>
Barnaga: A Simulation Game on Cultural Clashes <i>1994</i>	Career Connections II <i>1995</i>
Be a Friend: Children With HIV Speak <i>1995</i>	Career Decision-Making System - Revised Canadian Edition <i>1995</i>

Title of Resource and Year Recommended

Career Directions 1995	Decision Deck 1995
Career Equity for Youth: Career Counselling with Diverse Populations 1994	Dedicated to the One I Love 1993
Career Exploration for the '90s 1991	Dental Health: A Teacher's Guide K–12 1990
Career Moves Series 1995	Discover Together: A Disability Awareness Resource 1994
Career World Complete Program 1994	Discovering Science 1995
Careers for the Future 1995	Don't Touch 1990
Change: Coping with your Changing World 1990	Eat, Think and Be Healthy 1990
Changing Perspectives: A Resource Guide for Antiracist and Ethnocultural-Equity Education 1994	Ecotonos: A Problem Solving Decision-Making Simulation 1994
Child Abuse Prevention Program for Adolescents, Part 1 1995	Electrojuice 1991
A Child is Born 1991	Engage 1995
Children in Crisis: Support for Teachers and Parents 1994	Esteem Builders: A K–8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate 1990
ChildSafe: A Parent's Guide to First Aid and Safety (Revised Edition) 1995	Everything You Need To Know About Discrimination 1994
Choices and Education 1995	Expanding Your Horizons - A Career Guide 1995
Choices Junior 1995	Exploring the Issues: Promoting Peace and Preventing Violence 1995
Choices (Occupations) 1992	Exploring the Issues: Teens - Alcohol and Other Drugs 1995
Choices Series 1992	Families: Celebration and Hope in a World of Change 1995
Claiming the Future 1992	A Family Again 1991
Class Discussions for Teachers and Counsellors in Elementary School 1995	Feeling Good 1995
The Communication Lab: A Strategy to Improve Self-Concept and Interpersonal Skills 1995	Figuring It Out 1995
Creating Self-Portraits 1995	Financial Aid (Choices 95) 1995
Cycle Right (Can-Bike Program) - Instructor's Guide 1993	Follow My Leader 1990
Date Rape: It Happened to Me 1992	FoodTrack Computer 1991
Dating Violence: The Hidden Secret 1995	FoodTrack Program 1995

Title of Resource and Year Recommended

Freedom's Plow 1994	How it Feels with a Physical Disability 1994
Funding Post-Secondary Education in Canada (1995/96 Edition) 1995	How it Feels - When a Parent Dies 1990
Future Focus 1991	How It Feels - When Parents Divorce 1990
Futures 1994	How to Choose a Career 1995
Gambit 1994	How to Succeed in Middle School 1995
Get Aboard 1990	How to Survive Your Parents Divorce 1995
Getting Along 1995	Human Sexuality 1995
Getting Serious 1992	I Have AIDS A Teenager's Story 1993
The Girl Child: An Investment in the Future 1995	In Darkest Hollywood: Cinema and Apartheid 1994
Global Issues 1994	In Our Defence 1995
A Good Job For a Woman - Aviation 1995	In Real Life: Sexual Harassment in Schools 1995
A Good Job For a Woman - Engineers 1995	In the Driver's Seat 1994
Grief In Children: A Handbook for Adults 1995	InSight Canadian 1995
Growing Up Gay 1992	Inter-Ministry Child Abuse Handbook: An Integrated Approach to Child Abuse and Neglect 1990
He's No Hero 1992	An Introduction to Canadian Drug and Alcohol Law for Educators 1990
He's So Fine: Crossing the Line into Sexual Harassment 1995	Is it Love . . . or is it Gross? Is it Sexual Harassment? 1995
Head Full of Questions 1991	It's a Free Country 1994
Head to Head with Lice 1995	It's Only Right! - A Practical Guide to Learning About the Convention on the Rights of the Child 1994
Healthy Schools: A Planning Guide for Classroom Teachers to Create a Healthier School Environment 1991	Jenny's Choices 1995
Healthy Schools in British Columbia 1992	Job Futures: British Columbia Occupational Outlooks (1993) 1995
Heart Beats 1995	Jobs for Me 1992
Heil Hitler: Confessions of a Hitler Youth 1994	Jobstories: I Like the Work, I Like the Money 1991
Honey I'm Home 1995	Juggling Cultures: A Program for Youth Living in a Multicultural Society 1995
How it Feels - To Be Adopted 1990	

Title of Resource and Year Recommended

Junior Partner <i>1995</i>	Main Street: He's my Brother <i>1990</i>
Just Like Anyone Else: Living with Disabilities <i>1991</i>	Making it Fit <i>1991</i>
Justice <i>1994</i>	Making Sense Out of Labour Market Information <i>1995</i>
Kecia - Words to Live By <i>1993</i>	Male and Female: Respecting Each Other <i>1995</i>
Kerry, A Teenage Mother <i>1995</i>	Managing Anger <i>1995</i>
Kids Sports <i>1990</i>	Mara's Breathtaking Story <i>1995</i>
Know How: A Video on Abstinence For Teens <i>1993</i>	Math . . . Who Needs It?! <i>1995</i>
Knowledge for Youth About Careers <i>1993</i>	Mediation in the Schools Program - Secondary <i>1994</i>
Labour Market Information Resources for Career Practitioners <i>1995</i>	Mentorship Co-op: "It Works" <i>1995</i>
The Last Dance <i>1995</i>	A Million Teenagers (5th Edition) <i>1993</i>
Learn a Skill <i>1992</i>	A Million Teenagers (5th Edition) (video) <i>1993</i>
Learn Not To Burn Curriculum <i>1991</i>	Minoru: Memory of Exile <i>1994</i>
Learning For Success (2nd Edition) <i>1995</i>	More Than Friends: The Coming Out of Heidi Leiter <i>1995</i>
The Learning Revolution <i>1995</i>	Multiculturalism <i>1994</i>
Legal Perspectives (Volume 17, No. 3 - "Hate") <i>1994</i>	National Guide to College and University Programmes <i>1995</i>
Let's Live <i>1992</i>	A New Leaf: Career Planning For The '90s <i>1995</i>
Letters to Marcia: A Teacher's Guide to Anti-Racist Education <i>1994</i>	Not For Sale: Ethics in the American Workplace <i>1995</i>
Life Without Fear <i>1994</i>	Nothing to Fear <i>1991</i>
Listen With Your Heart <i>1994</i>	Oh! Baby <i>1995</i>
Living with Fetal Alcohol Syndrome <i>1991</i>	Ontario Spectrum '95 <i>1995</i>
Living with Learning Disabilities <i>1995</i>	Open Doors: A Gender Equity Instruction Kit <i>1993</i>
The Lone Female Driver <i>1995</i>	Open or Closed Doors? <i>1994</i>
MacDine Perfect <i>1992</i>	Opening the Doors to Canadian Medical Schools <i>1995</i>
Madison Series <i>1992</i>	PACE - Police Assisting Community Education <i>1990</i>
	The Pal (Peer Assisted Learning) Smoking Prevention <i>1991</i>

Title of Resource and Year Recommended

Paramedics Educational 1995	Grades 6–8 1994
The Parent’s License 1992	Secrets To College Success 1995
Pathways 1995	Seeking & Maintaining Employment - An Activity Based Teaching Unit For Developing the Essential Knowledge, Skills & Attitudes 1995
Pathways: A Personal Project Management System 1992	
Peer Helpers Plus 1995	Self-image and Your Career 1991
Peer Power, Book 1 (3rd Edition) 1995	Sexual Abuse Prevention for Children with Physical Handicaps 1994
Planning for Success 1995	Sexual Harassment: It’s Hurting People 1995
Playing it Straight 1994	Sexual Harassment: You Don’t Have to Take It! 1995
Positive Discipline 1990	Sexuality 1992
Pow Wow 1992	Sexuality: An Education Resource Book 1991
Power Over Time 1995	Shopping Bag Lady 1990
Preventing Violence in Families and in Relationships: A Resource Guide 1995	The Six Pillars of Self-Esteem 1995
The Puberty Years 1990	Skills for School Success/Advanced Skills for School Success 1995
Put Work In It’s Place 1995	The Sky’s the Limit 1994
Québec Spectrum ’95 1995	Small Craft Safety: Instructor Guide and Reference 1991
Racism in Canada 1994	Smart Cycling - Instructor’s Manual (Primary & Junior Levels) 1993
The Real Game 1995	Smoking Against Your Will 1989
Real People: Coping with Eating Disorders 1992	Smoking: I’m In Control? 1995
Resource Materials for Anti-Racist Education 1994	Speak It! From The Heart of Black Nova Scotia 1994
The Ride Smart Manual 1995	Speak Up, Speak Out: Learning To Say No To Drugs 1992
Right from the Start - A Look at Dating Violence Prevention for Teens (School Version) 1992	Stand up for Yourself - Peer Pressure and Drugs 1990
School Food - Giving Students a Better Break 1991	Start-Up Multiculturalism 1994
School Girls: Young Women, Self-Esteem and the Confidence Gap 1995	Step By Step: A Prevention Handbook On Alcohol & Other Drug Use 1992
Second Step: A Violence Prevention Curriculum,	

Title of Resource and Year Recommended

Steroid Alert <i>1992</i>	The Transition Years <i>1995</i>
Strategies for Career and Life Management <i>1992</i>	Transitions: A Practical Guide to the Workplace <i>1992</i>
Student Workshop - Job Interview Skills <i>1995</i>	Tribes: A New Way of Learning Together <i>1995</i>
Success Test <i>1995</i>	Truce: Conflict Resolution <i>1995</i>
Supervisor's Survival Kit <i>1995</i>	Tycoon Tykes and Teens <i>1992</i>
Take Hold of Your Future (2nd ed.) <i>1995</i>	Under Control <i>1995</i>
Taking Chances: Teens and Risk <i>1995</i>	Understanding Anorexia Nervosa and Bulimia <i>1990</i>
Teacher and Child <i>1990</i>	Values <i>1994</i>
Team S.T.A.R. - Skills for Deciding Together (6–8) <i>1990</i>	Video Stories <i>1994</i>
Teenage Father <i>1992</i>	Violence Inside Out <i>1995</i>
Teenage Sex: Resisting the Pressure <i>1995</i>	Volunteers Are People Like You <i>1995</i>
Teens and Aids: Real People, Real Stories <i>1995</i>	The Walch Real Life Series <i>1995</i>
Teens and Careers - A Parent's Guide <i>1995</i>	We Can All Get Along - 50 Steps You Can Take to Help End Racism at Home, at Work, in Your Community <i>1994</i>
Thresholds <i>1995</i>	Western Spectrum '95 <i>1995</i>
Through Whose Eyes? Exploring racism: reader, text and context <i>1994</i>	What Do You Want To Be When You Grow Up? <i>1995</i>
Thumbs Down <i>1991</i>	What Every Teenager Should Know About Peer Pressure <i>1993</i>
Tips for Healthy Eating <i>1994</i>	What is FAS? <i>1989</i>
To Be Equal . . . Or Not to Be <i>1994</i>	What of Tomorrow? <i>1992</i>
To Visit the Tiger <i>1994</i>	What You Can Do to Avoid AIDS <i>1993</i>
Today's Talk About Sexual Assault - A Booklet for Teens <i>1995</i>	What's WHMIS? <i>1995</i>
Toddler Safety: What Lily Learned <i>1995</i>	When Dating Turns Dangerous <i>1995</i>
Too Young to Die <i>1990</i>	Where the Jobs Are: Career Survival for Canadians in the New Global Economy <i>1995</i>
Toward Intercultural Understanding <i>1994</i>	Who I Am and Who I Want To Be <i>1995</i>
Towards 2000 <i>1992</i>	Who We Are / Nos vies, nos racines <i>1995</i>

Title of Resource and Year Recommended

Why Not Me? *1995*

You Can Speak up in Class *1991*

Win/Win *1995*

You're Allowed to Be Happy! *1992*

Witness: Dr. Peter *1993*

Your First Pelvic Exam *1995*

Working Together (Revised Edition) *1995*

Youth Suicide Awareness *1991*

**Title of Resource and Year Recommended**

10,000 Hats <i>1995</i>	Career World Complete Program <i>1994</i>
Abstinence: Deciding to Wait <i>1993</i>	Change: Coping with your Changing World <i>1990</i>
Affirming Diversity: The Sociopolitical Context of Multicultural Education <i>1994</i>	Children in Crisis: Support for Teachers and Parents <i>1994</i>
AIDS and You <i>1993</i>	Choices and Education <i>1995</i>
AIDS Education Resource and HIV Simulation Game (2nd Edition) <i>1993</i>	Choices Junior <i>1995</i>
AIDS: Opposing Viewpoints <i>1993</i>	Choices (Occupations) <i>1992</i>
AIDS: The New Facts of Life <i>1993</i>	Claiming the Future <i>1992</i>
Alcohol <i>1992</i>	Date Rape: It Happened to Me <i>1992</i>
Alien <i>1994</i>	Dedicated to the One I Love <i>1993</i>
Amira's Choice <i>1990</i>	Don't Touch <i>1990</i>
Angel and Big Joe <i>1990</i>	Ecotonos: A Problem Solving Decision-Making Simulation <i>1994</i>
Art Against Racism <i>1994</i>	Esteem Builders: A K–8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate <i>1990</i>
Babysitting Basics <i>1991</i>	Everything You Need To Know About Discrimination <i>1994</i>
BaFa' BaFa' - A Cross Cultural Simulation <i>1994</i>	Future Focus <i>1991</i>
Be Your Best Self <i>1991</i>	Futures <i>1994</i>
Being Safe - Grades 4–6 <i>1990</i>	Global Issues <i>1994</i>
Biography <i>1994</i>	Growing Up Gay <i>1992</i>
A Budding Reporter <i>1990</i>	Heil Hitler: Confessions of a Hitler Youth <i>1994</i>
Building The Future: Profiles of Canadian Women In Trades <i>1992</i>	How It Feels - When Parents Divorce <i>1990</i>
Canada's Food Guide to Healthy Eating (Revised) <i>1993</i>	I Have AIDS A Teenager's Story <i>1993</i>
Career Choices <i>1995</i>	In Darkest Hollywood: Cinema and Apartheid <i>1994</i>
Career Connections <i>1993</i>	InSight Canadian <i>1995</i>
Career Equity for Youth: Career Counselling with Diverse Populations <i>1994</i>	Inter-Ministry Child Abuse Handbook: An Integrated Approach to Child Abuse and Neglect <i>1990</i>

Title of Resource and Year Recommended

It's a Free Country <i>1994</i>	Racism in Canada <i>1994</i>
Jobs for Me <i>1992</i>	Real People: Coping with Eating Disorders <i>1992</i>
Jobstories: I Like the Work, I Like the Money <i>1991</i>	School Girls: Young Women, Self-Esteem and the Confidence Gap <i>1995</i>
Just Like Anyone Else: Living with Disabilities <i>1991</i>	Second Step: A Violence Prevention Curriculum, Grades 6–8 <i>1994</i>
Justice <i>1994</i>	Self-image and Your Career <i>1991</i>
Kecia - Words to Live By <i>1993</i>	Sexuality <i>1992</i>
Know How: A Video on Abstinence For Teens <i>1993</i>	Speak It! From The Heart of Black Nova Scotia <i>1994</i>
Knowledge for Youth About Careers <i>1993</i>	Steroid Alert <i>1992</i>
Letters to Marcia: A Teacher's Guide to Anti-Racist Education <i>1994</i>	Strategies for Career and Life Management <i>1992</i>
Life Without Fear <i>1994</i>	Take Hold of Your Future (2nd Edition) <i>1995</i>
Madison Series <i>1992</i>	Teenage Father <i>1992</i>
Main Street: He's my Brother <i>1990</i>	Through Whose Eyes? Exploring racism: reader, text and context <i>1994</i>
A Million Teenagers (5th Edition) <i>1993</i>	Thumbs Down <i>1991</i>
A Million Teenagers (5th Edition) (video) <i>1993</i>	To Be Equal . . . Or Not to Be <i>1994</i>
Multiculturalism <i>1994</i>	To Visit the Tiger <i>1994</i>
A New Leaf: Career Planning For The '90s <i>1995</i>	Toward Intercultural Understanding <i>1994</i>
Open Doors: A Gender Equity Instruction Kit <i>1993</i>	Transitions: A Practical Guide to the Workplace <i>1992</i>
Open or Closed Doors? <i>1994</i>	Tycoon Tykes and Teens <i>1992</i>
PACE - Police Assisting Community Education <i>1990</i>	Understanding Anorexia Nervosa and Bulimia <i>1990</i>
The Parent's License <i>1992</i>	Values <i>1994</i>
Pathways <i>1995</i>	Video Stories <i>1994</i>
Pathways: A Personal Project Management System <i>1992</i>	Violence Inside Out <i>1995</i>
Pow Wow <i>1992</i>	What Every Teenager Should Know About Peer Pressure <i>1993</i>
The Puberty Years <i>1990</i>	

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What You Can Do to Avoid AIDS *1993*

You Can Speak up in Class *1991*

Who I Am and Who I Want To Be *1995*

You're Allowed to Be Happy! *1992*

Why Not Me? *1995*

Youth Suicide Awareness *1991*