

**Life Management Skills - Grade 9 Health and Wellness**  
**Course Description**

This course is designed to assist students in making positive choices related to physical, mental/emotional, and social health. This class focuses on developing students' skills in the areas of: accessing valid & reliable information; analyzing influences; interpersonal communication skills; decision making skills; goal setting; and advocacy. The content of this course will focus on: leading causes of death and prevention; stress management, time management, and mental health; dating, relationships; substance, use, abuse, and addiction; nutrition and fitness; and responsible social media use. Consistent points of interest include self-concept, respect, responsibility, positive communication and actions, and safety. This course will help build the life skills necessary to make wise choices related to personal health and the health of others.

**Life Management Skills**  
**Skills-Based Units and Content**

<b>Skill:</b>	<b>Accessing Valid &amp; Reliable Info, Products and Services</b>	<b>Analyzing Influences</b>	<b>Interpersonal Communication</b>	<b>Decision Making (all indicators)</b>	<b>Goal Setting (all indicators)</b>	<b>Advocacy (all or none)</b>
<b>Performance Indicator:</b>	<p><b>3.12.1:</b> Evaluate the validity of health information, products, and services</p> <p><b>3.12.2:</b> Use resources from home, school and community that provide valid health information</p>	<p><b>2.12.3:</b> Analyze how peers influence healthy and unhealthy behaviors</p> <p><b>2.12.5:</b> Evaluate the effect of media on personal and family health</p> <p><b>2.12.7:</b> Analyze how the perceptions of norms influence healthy and unhealthy behaviors</p> <p><b>2.12.9:</b> Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors</p>	<p><b>4.12.2:</b> Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks</p>	<p><b>5.12.1:</b> Examine barriers that can hinder healthy dec. making</p> <p><b>5.12.2:</b> Determine the value of applying a thoughtful dec. making process in health related situations</p> <p><b>5.12.3:</b> Justify when individual or collaborative dec. making is appropriate.</p> <p><b>5.12.4:</b> Generate alternatives to health-related problems</p> <p><b>5.12.5:</b> Predict the potential short and long term impact of each alternative on self and others</p> <p><b>5.12.6:</b> Defend the healthy choice</p> <p><b>5.12.7:</b> Eval. the effectiveness of choice.</p>	<p><b>6.12.1:</b> Assess personal health practices and overall health status</p> <p><b>6.12.2:</b> Develop a plan to attain a personal health goal that addresses strengths, needs and risks</p> <p><b>6.12.3:</b> Implement strategies and monitor progress in achieving a personal health goal</p> <p><b>6.12.4:</b> Formulate an effective long-term personal health plan.</p>	<p><b>8.12.1:</b> Utilize accurate peer and societal norms to formulate a health enhancing message</p> <p><b>8.12.2:</b> Demonstrate how to influence and support others to make positive health choices</p> <p><b>8.12.3:</b> Work cooperatively as an advocate for improving personal, family, and community health</p> <p><b>8.12.4:</b> Adapt health messages and communication techniques to a specific target audience</p>
<b>Content Area:</b>	Leading Causes of	Stress Mgt, time mgt, Mental Health	Dating, relationships, contraception	Substance Use, abuse, addiction	Eating Habits and fitness	Responsible social media use

	Death and Prevention			(alcohol, marijuana, vaping, opiates)		
<b>Notes:</b>	Focus on prevention  <i>Shorter unit</i>	Why we feel this way, what do we do about it?  <i>Longer Unit</i>		Don't need to know everything about every drug- but that generally drugs have negative consequences.  <i>Shorter Unit</i>	Include Fitness and Physical Activity in this Unit	Keep it positive

***Self-Management*** is not needed as a stand-alone unit. It should be a result of the other 6 skills.