

Important life ingredients

SPECIFIC OUTCOMES

Evaluate the need for balance and variety in daily activities that promote personal health

Examine how health habits/behaviours influence body image and feelings of self-worth

Identify and communicate values and beliefs that affect healthy choices

Identify and develop strategies to overcome possible challenges related to goal fulfillment

- recognize the value of life experiences
- consider possible scenarios and take healthy risks that fit within a personal comfort zone
- connect healthy decision-making with accomplishing personal goals

CONTENT AND TIME (45-MINUTE LESSON)

7.1 Opening activity: Reviewing refusal role-plays (10 minutes)

7.2 Guarding your gemstones (25 minutes)

7.3 Generating goals (10 minutes)

REQUIRED MATERIALS

HANDOUT 6.3: Refusal role-plays

HANDOUT 7.2: Guarding your gemstones

Refusal Strategies chart (from lesson six)

Chart paper

Crayons or pencil crayons

Notebooks



7.1 Opening activity: Reviewing refusal role-plays (10 minutes)

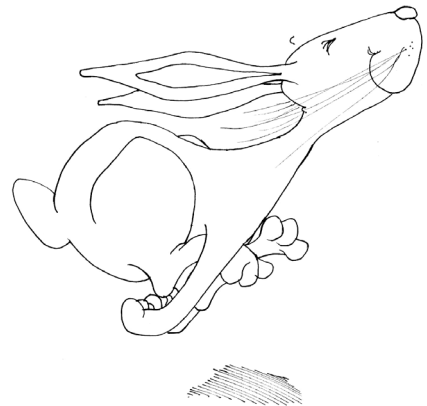
Revisit the role-play scenarios from lesson six, on HANDOUT 6.3: Refusal role-plays. Have the students refer back to their class chart from the last lesson and HANDOUT 6.2: Declaration of decline. As you highlight the role-play scenarios, one at a time, ask volunteers to describe comfortable refusal strategies in each situation. If the students have not yet added three of their own refusal strategies to HANDOUT 6.2, they may do so now.

7.2 Guarding your gemstones (25 minutes)

Distribute HANDOUT 7.2: Guarding your gemstones. Explain that each gemstone will represent an Important Life Area. An Important Life Area is a significant part of your life that makes you who you are today. Have the students take a moment to consider what they think are Important Life Areas. They may give you answers such as pets, feeling good about yourself, money, who your friends are, etc. You can try to guide the discussion by giving hints. You will be focusing on the following Important Life Areas, which you can record on chart paper:

Important Life Areas

- Health (physical, emotional, spiritual)
- Family
- Friends
- Recreation
- School
- Job
- Responsibilities
- Personal Beliefs
- Money



Ask the students if they can identify the symbolism of the gemstones.

Try to draw from them the conclusion that our lives become enriched when we have good health, a loving family, the opportunity to learn, a strong belief system, etc.

You can develop this concept further by emphasizing the importance of maintaining healthy and vibrant Important Life Areas. When each of the Important Life Areas is healthy and vibrant, the whole individual is enriched.

Have the students cut out their six gemstones and title them, using the following Important Life Areas: personal beliefs, recreation, health, friends, school and family. Ask them to title both sides of the same gemstone. In other words, they will write “Personal Beliefs” on both sides of one gemstone, “Recreation” on both sides of another gemstone, “Health” on both sides of another gemstone, etc.

For the next part of the activity, read to the class the scenarios provided below. After reading the first scenario, ask the students to select the appropriate gemstone, with the Important Life Area that would be put at risk, should this situation occur. The students will then take a gray or black crayon or pencil crayon and scribble over one side of the gemstone. Explain that this Important Life Area is put at risk, and therefore, the gemstone becomes dull.

Read through the rest of the scenarios and have the students repeat this process each time, selecting the Important Life Area that would be put at risk. You may want to discuss why a particular Important Life Area is put at risk for each scenario as you play the game.

Scenario 1: WHAT IF...your good friend pressures you to try an electronic smoking product (sometimes called “vaping”). You really value being independent and making wise choices. You don’t want to lose this friend and you are worried that if you don’t try it, you won’t fit in. BUT...you really value making healthy decisions on your own. You quickly decide to let go of your PERSONAL BELIEFS just this once. You try vaping.

Scenario 2: WHAT IF...you get a \$5.00 a week allowance. Usually, you spend some of your money on things that you want to buy, you save some of it and you use the rest on RECREATION and having fun with your friends. Lately, you have been losing all of your money betting on card games after school. You can’t even afford to go to a movie on the weekend anymore.

Scenario 3: WHAT IF...you have a headache. Your mom is busy and has asked that you do not disturb her. Your dad is still at work. You try to lie down, but it isn’t helping. Feeling frustrated, you get up and go to the medicine chest. You take two pills because you figure it can’t hurt.

You don't realize that you have taken adult, extra strength medicine. You feel very dizzy, like you might faint. You think, "Oh no, what have I done to my HEALTH?"

Scenario 4: WHAT IF...you have two FRIENDS that you have known since kindergarten. You do everything with them. Lately, you have made some new friends who have been pressuring you to make fun of others, to start fights and to "get rid" of your "goody-two-shoe" buddies. Your two friends see a big difference in you. You have started swearing and you brag about trying cigarettes and beer. They don't want to be around you very much anymore.

Scenario 5: WHAT IF...you are staying up very late at night and you are not eating properly. You're tired, but you try to ignore it. You snack most of the day, rather than eating healthy meals. You have tried coffee to help you stay awake, but it gives you a bad headache. You're having trouble focusing in SCHOOL and your marks have been going down.

Scenario 6: WHAT IF...when you first tried smoking, you never thought it would become a habit. But now, you're doing it once a day. Your mom smelled smoke on your clothes, but you said it was because some older kids were smoking at the park. She believed you then, but now she has found a cigarette in your coat. Your FAMILY does not feel that they can trust you now. They are very concerned about what else you are doing and if you are being dishonest about other activities.

Once all of the gemstones are dulled, discuss what has happened. Ask the students if their lives are enriched without a feeling of strength in their personal beliefs, recreation, health, friends, school or family. Why not? Ask the students how they will be affected if they allow unhealthy decisions to weaken Important Life Areas. Ask them what happens when unhealthy decisions take priority over Important Life Areas?

Have the students consider what other choices they could make to avoid putting each of these Important Life Areas at risk. Return to the first scenario and ask the students what they could do instead of trying an electronic smoking product. Revisit the second scenario and ask how they might change this outcome. Continue going through each of the scenarios and discuss healthy options. For each healthy choice made, have the students turn over the appropriate gemstone. They will trace over the title they have written (for example: "Personal Beliefs") using a brightly coloured crayon or pencil crayon, so that it shines once again.



Discuss the significance of maintaining strong Important Life Areas to live a healthy lifestyle. Ask the students if this enables them to experience enrichment. Why? Ask them how they will be affected if they choose to make healthy decisions and reinforce their Important Life Areas. Ask them why is it important to place more emphasis on Important Life Areas than hasty decisions that can be damaging to their health?

7.3 Generating goals (10 minutes)

Have the students think about the Important Life Areas discussed in today's lesson. Encourage them to consider a goal they would like to set for them-selves in three or more of these areas. Here are some examples:

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|------------------------|--|
| Family | I want my family to trust me when I go out with my friends |
| Health | I want to be able to run up all the stairs without stopping to get my breath |
| School | I want to get over 70% on my social studies test |
| Friends | I want to say something encouraging to my friends once a week |
| Personal belief | I want to say something positive to myself once a day |

Emphasize that the goals they choose should be achievable, not unrealistic. Also have them think of something specific they can start working on today, rather than focusing on a big goal they hope to achieve sometime in the future. Tell the students to record each goal on the appropriate gemstone and to store these in their desk until the next lesson.

Check the class envelope and respond to any questions asked.

Guarding your gemstones

